

Special Education

Policy Manual



Government of Newfoundland and Labrador
Department of Education
Division of Special Education Services

Special Education Policy Manual

Department of Education
Division of Student Support Services
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SPECIAL EDUCATION POLICY MANUAL

The purposes of special education are no different from those of regular education in a democratic society. The focus is on the individual and his optimal development as a skilled, free and purposeful person able to manage himself in an open society... The school programs play a crucially important role in the end.

- *The Council for Exceptional Children Professional Standards for Personnel in Education of Exceptional Children (Washington, 1966)*

The purpose of special education is to enlarge the variety of educational programs for all children so that the individualization of programs may be furthered as a way of fulfilling the fundamental purposes of education for all children, whatever their needs.

- *The Council for Exceptional Children Exceptional Children (CEC Policies Commission position paper; Washington, 1971; 38:181-187).*

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PREFACE

This manual provides a model for the development of school district policies and procedures for special education services. It also consolidates sections of The Schools Act and other regulations related to the provision of services for children and youth with exceptionalities. Inherent in the philosophy of the document is the need for consistent provincial direction in the provision of services to children and youth with exceptionalities.

The review of this policy manual is an ongoing process; consequently, alterations to this document may occur.

To facilitate this process the following pagination system has been adopted.

The policy manual is divided into sections, groups, policies and pages as in the following example:

1. Section	A. Group	4. Policy	(1) Page
1.A.4(1)	Section 1	Responsibility of the Department of Education for Special Education Services.	
1.A.4(1)	Group A	Organization and Delivery of Services	
1.A.4(1)	Policy 4	The Division maintains close consultative relations with a wide range of groups and organizations	
1.A.4(1)	Page (1)	The first page of this policy	

Each appendix will be numbered according to the policy to which it first refers. eg. Appendix 1.A.2 refers to Policy 1.A.2, and contains The Laws and Regulations pertaining to Special Education. Where other policies also refer to the same appendix the original designation will be used.

DEFINITION OF TERMS

Exceptional Student (Student with Exceptionalities)

a student whose behavioural, communicative, intellectual, physical, or multiple exceptionalities are such that she/he is considered by the program planning team of a school to need a special education program. The term exceptional refers to both disabled and gifted students.

Identification and Screening

the first step in the development of appropriate programs for students with exceptionalities. Screening is simply an attempt to identify student needs for support.

Informed Consent

parent(s)/guardian(s) consent that allows a school district to assess a student or when necessary to refer a student to outside sources for assessment. The term "informed" indicates that parent(s)/guardian(s) understand the action to be taken.

Individual Program Plan

a specific program developed for an individual student by a program planning team. It includes a summary of student strengths and needs, annual long term goals, short term objectives, responsibility areas and review dates.

Natural Justice and Procedural Fairness

the rules of natural justice which demand that fairness and equity be afforded to all. The rules, as developed by judges, specify for our purposes;

- a) that parents be kept fully informed from the moment a child is considered to have special needs;
- b) that parents be afforded the opportunity to be fully involved in the development of special programs;
- c) that parents have the right to appeal decisions to the Superintendent of Education or the School Board. (See Guidelines, 3.B.2)

Other Agencies

agencies that provide students with exceptionalities with services not provided by the school board.

Program Planning Team

the team responsible for developing individual program plans. (See guidelines, Policy 2.D.1).

Assessment

the process of providing an interpretative appraisal of a student's performance in a variety of settings for the purpose of making instructional decisions.

School Board

the governing body of members who serve on the board for a specific period of time.

School District

the geographic area established by or under The School's Act.

Special Education Personnel

School board employees who support and design the delivery of services to all students with exceptionalities. Special education personnel comprise:

- assistant superintendent (special education)
- special education program coordinators
- educational psychologists
- speech-language pathologists
- special education teachers
- itinerant teachers

Support Personnel

Student Assistants and volunteers who assist teachers in providing students with exceptionalities an appropriate education.

Instructional Strategies

the means of delivering the curriculum. eg. classroom organizational techniques, use of resources, teaching methodologies.

PHILOSOPHY AND AIMS OF EDUCATION FOR ALL STUDENTS

PREAMBLE

The Declaration of the Rights of the Child (United Nations General Assembly, XIV Session, 20 November 1959) states:

The General Assembly proclaims this Declaration of the Rights of the Child to the end that he may have a happy childhood and enjoy for his own good and for the good of society, the rights and freedoms herein set forth.....

Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination.

The child shall enjoy special protection and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially, in a healthy and normal manner and in conditions of freedom and dignity.

The child shall be given an education which will promote his general culture, and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

(The Canadian) Charter of Rights and Freedoms, 15(1),

Every individual is equal before the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, color, religions, sex, age or mental or physical disability.

Locally, the Aims of Public Education for Newfoundland and Labrador states that

Education is the process by which human beings are enabled to achieve their fullest and best development both as private individuals and as members of human society.

The general educational objectives (Aims, pp.6-7) for students in this Province are as follows:

1. To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.
2. To help pupils to develop moral values which will serve as a guide to living.
3. To acquaint pupils with the principles of democracy and to provide opportunities for the practice of these principles.

4. To help pupils to mature mentally.
5. To help pupils to mature emotionally.
6. To ensure that all pupils master the fundamental skills of learning to the limit of their abilities.
7. To provide opportunities for the development of pupils' abilities to think critically.
8. To help pupils to understand, appreciate and benefit from what is good and valuable in history, literature, science and the arts.
9. To help pupils make the best of their leisure time.
10. To help pupils understand the human body and practice the principles of good health.
11. To help pupils appreciate their privileges and responsibilities as members of their families and the wider community and so live in harmony with others.
12. To give pupils guidance in the choice of a career and to provide opportunities to begin preparation for occupational life.
13. To encourage pupils to strive for high standards in their work and to develop an appreciation and respect for the work of others.
14. To seek out and develop pupils' special talents and potentialities and to assist them in developing their strengths and in overcoming or adjusting to disabilities and weaknesses.
15. To ensure that both English language and French language pupils are provided the opportunity to study in their own language, where numbers warrant, and also to study English or French as a second language.

The global, national, and provincial consensus is that every child, without exception, has the right to an "equal educational opportunity" so that she/he may achieve "fullest and best development" individually and socially.

Therefore, the Department of Education is committed to the following aims, which apply to all school age students with exceptionalities:

1. Designed to respond to individual strengths and needs.
2. Provided in the most enhancing environment.
3. Effective in matching the student's strengths and needs in his/her preparation for the world beyond school.
4. Comprehensive in encompassing all of the general objectives for education listed in Aims of Public Education for Newfoundland and Labrador.
5. Consistent in terms of educational practices, whether received in school, at home, in church, or in the wider community.
6. Directed toward their futures as productive, independent, participating community members.

Section 1: Overview

Responsibility of the
Department of Education
for Special Education
Services



SECTION 1 - OVERVIEW

RESPONSIBILITY OF THE DEPARTMENT OF EDUCATION FOR SPECIAL EDUCATION SERVICES

This section describes the steps taken by the Department of Education, through the Division of Student Support Services, to fulfil its legislated mandate of ensuring that the needs of all children and youth with exceptionalities are met.

Specifically, the role of the Division is described as it relates to:

- *developing policy for provision of services;*
- *increasing awareness, communication, and cooperation among those involved in providing services to children and youth with exceptionalities;*
- *overseeing the effective delivery of service;*
- *providing financial support through grants for programs and funding for salary units;*
- *developing and implementing inservice education.*

1.A.1 POLICY

The Provincial Government maintains within the structure of the Department of Education a Division of Student Support Services staffed by a Director, an Assistant Director and supporting educational personnel. The Division acts to ensure that the needs of all children and youth with exceptionalities are met throughout the province.

1.A.2(1)

1.A.2 POLICY

The Minister of Education, through the Division of Student Support Services, is responsible for developing policies related to the provision of services for all children and youth with exceptionalities.

1.A.2 GUIDELINES

The Division of Student Support Services of the Department of Education is empowered to carry out its mandate under The Department of Education Act (1984). Provisions pertaining to the education of students with exceptionalities are included in the Schools Act (1970). These provisions may be found in the Appendix 1.A.2.

1.A.2 PROCEDURES

The Division of Student Support Services uses the following sources in developing policies:

- Professionals and professional associations in the field of education;
- Professionals, professional organizations, and agencies in fields related to the delivery of services to children and youth with exceptionalities;
- Parents and parents' associations;
- Research conducted by the Department of Education, other government departments, institutions, agencies and professional organizations;
- Current research literature;
- Boards and Ministries of education;
- Policies, regulations, and legislation relating to the education of children and youth with exceptionalities, that have been adopted by other governments.

The Division of Student Support Services makes recommendations to the Minister on changes in policy. Changes approved by the Minister are published in this policy manual.

In some cases, a separate document may be produced to provide detailed information to school districts on the implementation of specific policies. Examples of such documents are Guidelines for the Provision of Speech-Language Pathology Services in Newfoundland and Labrador School Districts (1986), Math Match: Fitting the Pieces Together (1989), and Guidelines for the Development and Delivery of Guidance Services (1988) and Reading and Writing Difficulties Handbook (1990).

1.A.3 POLICY

Interdivisional and interdepartmental cooperation is encouraged, to increase the effectiveness of identifying and providing essential services to children and youth with exceptionalities.

1.A.3 GUIDELINES

Students with exceptional needs receive services from various departments of government. Decisions made by one division or department may have important implications for another in planning for the needs of children and youth with exceptionalities.

Therefore, communication, sharing of information, and consultation are extremely important to the goal of unified, effective delivery of services to children and youth with exceptionalities.

The Division of Student Support Services initiates meetings with other divisions in Education and with other government departments involved in service delivery to students with exceptionalities. The purpose of these meetings is to ensure that communication, consultation, and cooperation is ongoing, and effective in providing appropriate services at all levels.

1.A.4(1)

1.A.4 POLICY

The Division maintains close consultative relations with a wide range of groups and organizations.

1.A.4 GUIDELINES

The Division of Student Support Services recognizes the importance of keeping abreast of current research and trends in special education. Consultation with groups and agencies involved in special services occurs regularly.

Furthermore, the Division meets with a wide variety of organizations, groups, and agencies involved in special services to acquaint them with the Division's philosophy and objectives.

1.A.5 POLICY

The Division of Student Support Services maintains an Advisory Committee on Special Education to assist the Division in ensuring that its work is tailored to specific current needs. The Committee comprises members of groups involved with the education of students with exceptionalities.

1.A.5 GUIDELINES

The Special Education Advisory Committee is a standing committee that reports and makes recommendations to the Director of Student Support Services on any matter affecting the establishment and development of services for students with exceptionalities in Newfoundland and Labrador. The Committee comprises members from organizations, associations, and agencies involved in the delivery of special services.

1.A.5 PROCEDURES**Terms of Reference:**

- (a) The Committee makes recommendations on the establishment and development of services for children and youth with exceptionalities.
- (b) All recommendations are made in writing to the Director of Student Support Services.

1.A.6(1)

1.A.6 POLICY

The Division of Student Support Services maintains a database of support services provided to school districts by the Department of Education.

1.A.6 GUIDELINES

The database provides the Division with information required for the planning of services. In order to adequately plan for the funding of programs and salary units, it is important to know where students are located, the specific needs of those students, and the types of services required.

1.A.6 PROCEDURES

Data is collected from the Annual General Return in October of each year and from the process of direct allocation of teaching units to school districts for students with challenging needs (see Policy 1.B.1). the Division ensures confidentiality through restricted access to the database.

1.A.7 POLICY

The Division of Student Support Services maintains a database of all school district special education personnel involved in the education of students with exceptionalities.

1.A.7 GUIDELINES

The database of personnel directly involved in identification and education of students with exceptionalities includes the following information: academic qualifications, experience, job title, and time allocated to student support. The register may include the following personnel:

- *special education teachers*
- *special education coordinators*
- *educational psychologists*
- *speech language pathologists*

1.A.7 PROCEDURES

Information for this register is collected from each school district. Forms {Appendix 1.A.7(1)} are completed and returned bi-annually so that the register of personnel reflects changes in qualifications and experience.

1.A.8(1)

1.A.8 POLICY

Programs will be monitored in cooperation with school district personnel to ensure that students with exceptionalities are receiving appropriate services in keeping with existing legislation, policies, guidelines and procedures.

1.A.8 GUIDELINES

The delivery of services to children and youth with exceptionalities is the responsibility of school districts. It is the mandate of the Division of Student Support Services (Department of Education Act, 1984) to ensure that the needs of students with exceptionalities are met. The Division has the authority to assess programs and services provided for these students and to make recommendations for program and service adaptations.

1.A.8 PROCEDURES

The Division of Student Support Services assesses the delivery of service to children and youth with exceptionalities in the following ways:

- by visiting school districts to examine and discuss the model(s) of program implementation.
- by reviewing randomly chosen individual program plans or certain program plans that are of special concern to the district office or school personnel.
- by discussing service delivery with school district personnel.
- by reviewing information from a variety of sources, including the Database of Personnel and the Database of Student Support Services.

1.A.9 POLICY

The Division of Student Support Services offers inservice instruction to school districts through program coordinators responsible for special education.

1.A.9 GUIDELINES

The Division of Student Support Services offers inservice instruction to school districts in a variety of ways. The staff of the Division attempts to keep abreast of current trends, theories, and practices in the delivery of services to students with exceptionalities. Relevant information is communicated to personnel in the field. The Division of Student Support Services develops and implements inservice tailored to the particular needs of each school board. These needs will be identified in conjunction with the special education coordinator and the superintendent (assistant) responsible for special education.

1.A.9 PROCEDURES

The staff of the Division keeps abreast of current trends, theories and practices in the delivery of special education services. This is accomplished through:

- consultation with other professionals in the field;
- familiarity with models of service implementation;
- membership in professional organizations;
- participation in conferences, seminars, and workshops;
- familiarity with current research and professional journals.

The Division of Student Support Services conducts an ongoing needs assessment process to identify inservice requirements. This is facilitated by referring to the following sources:

- professionals and professional associations in the field of education;
- professionals, professional organizations and agencies in fields related to the delivery of service to children and youth with exceptionalities;
- parents and parent associations.

1.A.9(2)

Divisional staff consult school district personnel responsible for special education services to determine specific inservice needs. School districts that have identified specific inservice needs may request assistance from the Division of Student Support Services. District personnel responsible for special education services coordinate the identification of needs and delivery of inservice.

When inservice needs have been identified, the Division will offer assistance in a variety of ways:

- through referrals to other personnel, groups, or agencies which meet needs;
- by having its consultant staff in conjunction with school district personnel design and develop inservice modules to meet the needs;
- by arranging for the delivery of inservice by its own consultant staff and other resource personnel.

Inservice may be for sharing information or for developing skills.

Information: Communication and consultation through meetings or other forms of information exchange.

Skills Development: Formally presented inservice sessions for the development of a new skill or the improvement of an existing skill.

1.A.10 POLICY

The Division of Student Support Services maintains a learning resources centre to facilitate the evaluation and development of materials which may be used by school districts in the identification and education of students with exceptionalities.

1.A.10 GUIDELINES

The Learning Resources Centre houses a broad range of professional reference material, assessment resources, and curriculum materials. The Divisional staff uses these resources in the preparation of inservice modules, in the development or modification of curricular materials, and for professional development.

1.A.10 PROCEDURES

1. Ongoing needs assessment is conducted by the professional staff of the Division (See procedures, 1.A.9(2) and 1.A.9(3) to determine requirements for the development of inservice modules.
2. A similar needs assessment is conducted to determine requirements for the development of materials for the identification and education of students with exceptionalities.
3. The professional staff of the Division reviews commercially available materials and arranges for field testing of those materials.
4. Lists of recommended materials are made available to school districts to assist teachers in choosing appropriate resource materials.

1.B.1(1)

1.B.1 POLICY

The Department of Education provides staffing units to school boards for the provision of special education programming.

1.B.1 GUIDELINES

Staffing units are provided under Sections 4, 10 and 19 of The Schools Act (Teachers' Staffing) Regulations, 1987. Staffing units provided under Section 4 are allocated on the basis of an allocation formula (see Appendix 1.A.2). Staffing units provided under Sections 10 and 19 are contingent upon appropriate assessment and documentation of students' exceptionalities and special needs. If documents meet the criteria specified by the Department of Education funding will be approved (see Eligibility Criteria, Appendix 1.B.1).

Staffing units under Sections 10 and 19 shall not be allocated unless the program of instruction and arrangements for their administration are approved by the Minister {Section 19.(4)}.

1.B.1 PROCEDURES

Salary units are allocated in accordance with The Schools Act (Teachers' Staffing) Regulations, 1987.

1.B.2 POLICY

The Department of Education provides financial support for students with exceptionalities enrolled in each school district.

1.B.2 GUIDELINES

Financial support is allocated through the provision of:

1. *Salary units.* See *The Schools Act (Teachers' Staffing) Regulations, 1987, Sections 4, 10 and 19.*
2. *Transportation.* See *The Schools Act (Transportation of Pupils) Regulations, 1979, Section 3 (1) and Department of Education Guidelines for Special Transportation (Appendix 1.B.2)*
3. *Allocation of funds* See *The School Boards (Allocation of Moneys) Regulation, 1975.*
4. *Student Assistant Grant*

1.C.1(1)

1.C.1 POLICY

The Division of Student Support Services cooperates with provincial postsecondary institutions in the development of a wide range of training and upgrading courses for all personnel involved with students with exceptionalities.

1.C.1 GUIDELINES

The training of administrators, teachers, and support personnel specializing in specific areas requires a variety of courses, in order to meet the needs of different work situations. Cooperation with postsecondary institutions ensures that the concerns of people employed in the field are regularly reviewed as a part of course development.

1.C.1 PROCEDURES

- (a) The Department of Education, through the Division of Student Support Services, reviews the preservice qualifications of all special education personnel.
- (b) Each school district, professional organization, and interested agency or group is encouraged to make the Department of Education aware of its concerns about preservice requirements of special education personnel.
- (c) The Department examines current standards for similar personnel in other provinces.
- (d) The Department of Education works closely with provincial postsecondary institutions to develop a wide range of courses for personnel involved with students with exceptionalities.

1.C.2 POLICY

The Department of Education, through the Division of Student Support Services, reviews and recommends changes regarding the certification of all special education personnel.

1.C.2 GUIDELINES

The Division of Student Support Services recognizes the need to equate qualifications required for certification with practical skills required in the field. Recommendations regarding certification and qualifications are made to the Certification Committee. The Committee consists of members from each of the following:

- *Department of Education*
- *School Trustees Association*
- *Memorial University of Newfoundland*
- *Newfoundland Teachers' Association*
- *Denominational Education Committees*

The Committee's mandate is stated in The Education (Teacher Training) Act, Section 12.

1.C.2 PROCEDURES

- (a) The Department of Education, through the Division of Student Support Services, reviews the preservice requirements for all special education personnel.
- (b) Each school district, professional organization, and interested agency or group is encouraged to make the Department of Education aware of its concerns about preservice requirements of special education personnel.
- (c) The Department examines current standards for similar personnel in other provinces.
- (d) The Department recommends to the Certification Committee the preservice requirements it considers appropriate for special education personnel in the Province, and makes representation to have these recommendations adopted by the Certification Committee.

1.C.3(1)

1.C.3 POLICY

The Department of Education, through the Division of Student Support Services, specifies the qualifications required for each category of Special Education personnel.

1.C.3 GUIDELINES

Section 19.(5) of The Schools Act (Teachers' Staffing) Regulations, 1987 states:

Teachers hired to fill staffing units allocated under Section 4 and Section 10 with respect to teachers of students with exceptionalities shall have such qualifications as may from time to time be approved by the Minister.

From the date of approval of this policy, the minimum qualifications considered appropriate for a teacher fitting a vacant special education position is a degree in special education or its equivalent (as determined by the Minister).

1.C.3 PROCEDURES

- (a) The Department of Education, through the Division of Student Support Services, reviews the required qualifications required of special education personnel.
- (b) Each school district, professional organization, and interested agency or group is encouraged to make the Department of Education aware of its concerns about the qualifications of special education personnel.
- (c) The Department examines current standards for similar personnel in other provinces.
- (d) The Department recommends to the Minister the required qualifications for special education personnel in the Province. (See Policy 2.C.3.)

Detailed lists of required qualifications for special education personnel are provided on pages 2.C.1(1), 2.C.2(1), 2.C.2(2), 2.C.3(1) and 2.C.3(2).

Section 2: Overview

Responsibility of
School Districts for
Special Education
Services



SECTION 2 - OVERVIEW

RESPONSIBILITY OF SCHOOL DISTRICTS FOR SPECIAL EDUCATION SERVICES

This section outlines a wide variety of policies on the delivery of service to children and youth with exceptionalities. Policies, guidelines, and procedures are included for the following:

- *developing the process necessary for implementing Departmental policy;*
- *arranging for facilities, personnel, and materials for the implementation of programs and services;*
- *evaluating the process to determine the effectiveness of programs and to identify local inservice requirements.*

2.A.1 POLICY

Each school board should assign direct responsibility for the support and delivery of special education services at the superintendency level.

2.A.1 GUIDELINES

The superintendent (assistant) acts as a catalyst in each school board. Through the participation of a person appointed at the superintendency level, the funding, planning, and implementation of special education will be assured of an important place in the hierarchy of school board priorities. Furthermore, a person in this position will have a direct influence on the hiring and evaluation of special education teachers.

2.A.2(1)

2.A.2 POLICY

Each school district should prepare a manual of policies and procedures which

- states the current philosophy and policies of the Board regarding the education of exceptional students;
- outlines the nature and extent of existing programs;
- clearly defines a projected commitment of the provision of services to exceptional students, in keeping with the intent of provincial policies.

This manual should be reviewed annually.

2.A.2 GUIDELINES

School district manuals may follow the design of the Special Education Policy Manual. Such a document should:

- *serve as a guide to teachers and support personnel involved in the delivery of special education services;*
- *serve as an information source for parents and other agencies (e.g. Social Services and Public Health);*
- *clarify board procedures (e.g. the identification and assessment of students with exceptionalities, and program planning) and the roles of school and board personnel who work with students with exceptionalities.*

2.A.2 PROCEDURES

- (a) The preparation of the manual should be the responsibility of the coordinator of special services and the superintendent (assistant) responsible for special education.
- (b) The school board is responsible for approving the policy manual.
- (c) At least one copy of the school board's policy manual should be placed in each school in the district.

- (d) Additions and changes to the manual should be approved by the school board no later than March 31st of each year.
- (e) School board approved additions and changes to the manual should be available to schools no later than April 15th of each year.
- (f) A copy of each school board's policy manual should be sent to the Division of Student Support Services as soon as it has been approved by the school board.
- (g) Additions and changes to the manual should be sent to the Division of Student Support Services no later than April 15th of each year.

2.A.3(1)

2.A.3 POLICY

Each school district should establish a Special Education Advisory Committee having broad local representation.

2.A.3 GUIDELINES

The Special Education Advisory Committee makes recommendations to the district superintendent (assistant) for special education services on matters affecting the establishment and development of services delivered to students with exceptionalities in the school district. Following are some topics which may be considered by the Committee:

- *establishment and maintenance of volunteer programs;*
- *community awareness;*
- *school/community links for work experience and recreational programs;*
- *mentorship programs;*
- *postsecondary opportunities for students with exceptionalities*

Results of discussions and recommendations of the Committee should be submitted to the superintendent (assistant). Decisions on action to be taken are made at the superintendency level. Committee representation should include members of organizations, associations and/or agencies concerned with the delivery of special services.

There are many options in establishing this Committee. The numbers of people involved will depend upon the resources of the community and the school district. School districts may wish to cooperate in the establishment of a regional advisory committee in order to make the best use of personnel resources. The operative guideline in establishing such a committee is to involve personnel who can best serve the needs of students with exceptionalities. Membership on the committee could rotate annually and avenues for access to the Committee should be open to interested groups not represented at a particular time.

2.A.4 POLICY

Each school district is encouraged to provide a wide range of services to meet the needs of students with exceptionalities within its jurisdiction.

2.A.4 GUIDELINES

The Department of Education makes every effort to provide the financial and personnel support to school districts necessary for the provision of the best possible programs.

Figure 1, p.2.A.4(2) is an adaption of the Reynolds and Birch (1977) Cascade Model. This model proposes that classes be made educationally diverse, with emphasis on providing specialized instruction in all classroom settings. Most students should begin their formal education in grade level classroom settings with support services. As strengths and needs become more clearly defined, other options from the cascade of services may need to be explored and accessed.

THE INSTRUCTIONAL CASCADE

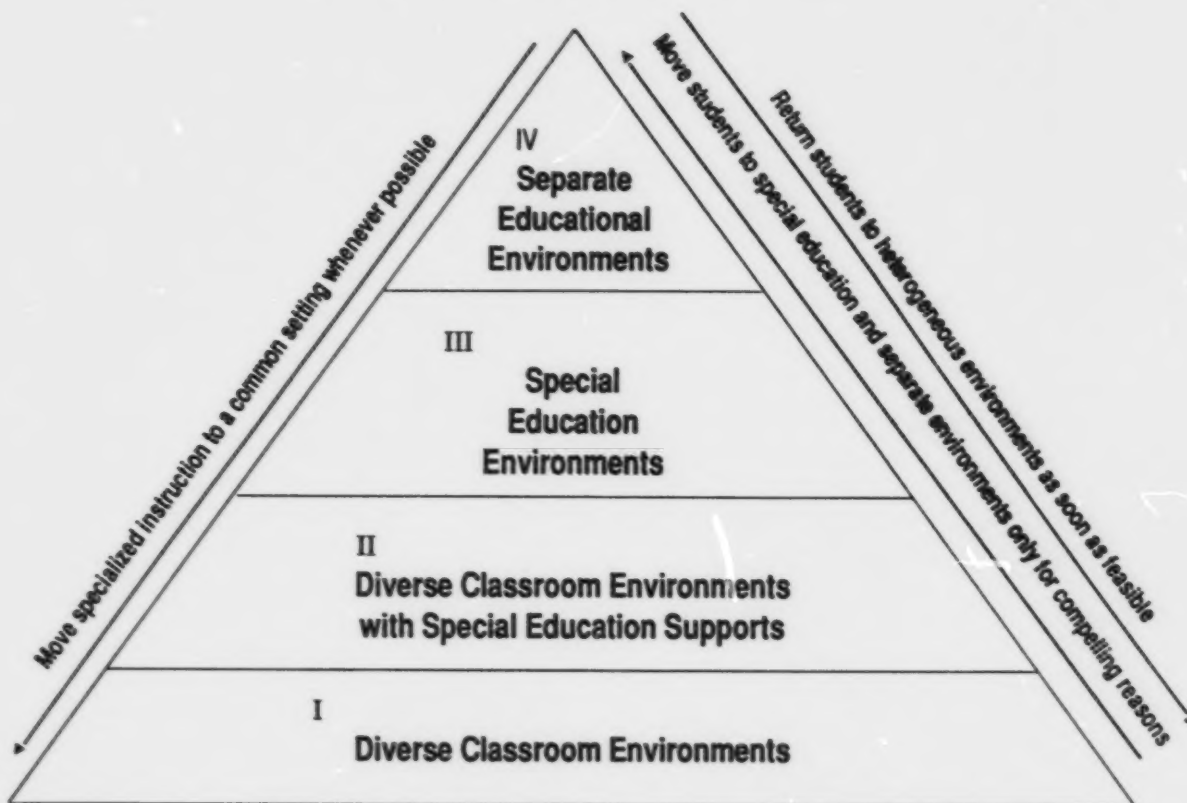


Fig. 1. Diagram of the Instructional Cascade.

(The following are definitions of the educational environments indicated in Fig. 1 by the Roman Numerals I-IV.).

I. Diverse Classroom Environments:

The student attends classes with his/her peers. The diversity of instructional and organizational techniques, resource material and evaluation procedures provided in the classroom ensures that each student's needs are met and that each student has access to the prescribed curriculum. Where necessary, the prescribed curriculum is modified for students with specific needs, through individual program planning, as part of the diverse programming offered in the classroom.

II. Diverse Classroom Environments with Special Education Supports:

The student attends classes with his/her peers to the greatest extent possible and is provided with special education supports to the degree necessary to meet the student's needs. Special education support can be provided in-class either through direct intervention or teaching by a special education/resource teacher or indirectly through consultation and/or monitoring. Where necessary to meet a very specific need, to attain a particular objective or for a short period of more intensive instruction, the student may receive instruction outside the classroom, in a resource room or any other environment designated by his/her program (I.P.P.). The resource room is seen as a support to the student and as a means to enable him/her to avail of the experiences provided his/her peers to greatest extent possible. Wherever instruction is provided in environments outside of the classroom, the student's program (I.P.P.) should specify precisely the goals, objectives and methods which will be facilitated in that environment. Any teacher should have access to support services as a support to programming for individual students. The special education/resource teacher and any support service personnel involved must work closely to plan and implement the specific program.

III. Special Education Environments:

As designated by the program (I.P.P.) the student may for a variety of reasons, receive the majority of his/her programming in a special education environment. Some students may benefit from being based in such an environment, whereby specific techniques, equipment or health related procedures may be more easily incorporated into the program. All students may avail of any aspects of the same programs, resources and experiences as their peers at any time if they will enhance the individual's program. Student progress should be monitored on an ongoing basis. The program, required supports and environment(s), should be responsive to the students' changing strengths and needs. Differentiated programs should include experiences designed to maximize the student's future opportunity to participate in the prescribed curriculum.

2.A.4(4)

IV. Separate Educational Environments:

The student may receive services in alternate environments eg. hospitals, residential facilities or correctional facilities. The specific needs of such a student should be reflected in his/her program. Placement in environments which involve separation from the community, school and/or home, should only be made for compelling reasons and with the assurance that this is the most enhancing environment for the individual.

Summary

Programs designed to provide educational opportunities for students with exceptionalities must not be static; the measure must always be the progress of each individual student. Any decisions regarding educational environments must only be made as a result of a student's program and must reflect the specific goals and objectives of that program. Schools should use the resources provided to them to ensure that a continuum of supports is available to meet the varying levels of student needs and that individual students have access to the most enhancing environments for their particular circumstances.

2.A.5 POLICY

Each school board is responsible, through the principal, for providing the supervision necessary for the safety and well-being of all students in its district, as stated in Section 80(2)(r) of The Schools Act (1970).

2.A.5 GUIDELINES

When teachers are expected to supervise students with a variety of disabling conditions, the school board has the responsibility of ensuring that adequate training has been provided. School boards should develop special education policies on transportation, supervision, medication, and emergency aid. (See Appendix 2.A.5.)

2.A.5 PROCEDURES

When special transportation is needed school districts apply to the Department of Education following government guidelines (see Appendix 1.B.2) for approval and funding.

2.A.6(1)

2.A.6 POLICY

All parts of new school buildings and building additions must be accessible to all, and attempts should be made to make existing buildings equally accessible.

2.A.6 GUIDELINES

The Buildings Accessibility Regulations, 1982, under The Buildings Accessibility Act, 1981, specify accessibility requirements.

2.A.7 POLICY

All special education environments should be integral parts of the total school enterprise.

2.A.7 GUIDELINES

Environmental arrangements in each school will vary with the resources and modes of service delivery available. (See Instructional Cascade Policy 2.A.4). Consideration should be given to the kinds of activities expected to take place in each area, the numbers of students involved, and the atmosphere desired.

2.B.1(1)

2.B.1 POLICY

Each school district is responsible for using special education funds allocated by the Department of Education for the provision of materials and equipment used in the delivery of special programs.

2.B.1 GUIDELINES

The Department of Education allocates funds to school boards for library and instructional materials for students with exceptionalities and for the operation of special programs. These funds are in addition to those allocated to school boards on a per pupil basis, as stated in Section 3 (1) under The School Boards (Allocation of Moneys) Regulations, 1975. (See Appendix 1.A.2.)

2.C.1 POLICY

Each school board should appoint a coordinator of special education/student support services. The coordinator must have the minimum qualifications as stated in the teachers' salaries regulations.

2.C.1 GUIDELINES

The Schools Act (Teachers' Salaries) Regulations, 1979, Section 8(5) states:

Program Coordinators appointed under this regulation must have the following minimum qualifications:

- (a) five years of successful university study; and*
- (b) specialized training in the subject area or areas for which the coordinator is responsible.*

The Division of Student Support Services recommends that the coordinator have expertise in

- (a) establishing and maintaining effective ways of identifying students with exceptionalities;*
- (b) assessing students' needs to determine what kinds of programs and services should be provided for them;*
- (c) planning and organizing a variety of interventions or program alternatives for students with exceptionalities;*
- (d) developing and implementing individualized program plans;*
- (e) coordinating the resources needed to deliver a comprehensive program;*
- (f) coordinating the efforts of all those who are engaged in meeting the needs of students with exceptionalities;*
- (g) involving community representatives in planning programs, to ensure their understanding and support;*
- (h) conducting programs for staff development, such as inservice and continuing education programs.*

2.C.2(1)

2.C.2 POLICY

School districts should jointly (according to local and student population) appoint qualified educational psychologists, speech pathologists, itinerant teachers of the hearing and visually impaired to provide professional assistance in identification, diagnosis, and program planning and implementation.

2.C.2 GUIDELINES

The services of the above personnel are shared by school boards. Educational psychologists, speech pathologists, and itinerant teachers serve an area rather than a particular board. The following are descriptions of the qualifications required by these personnel.

Educational Psychologists

Educational psychologists must have a master's degree in educational psychology, a valid teaching certificate, two years of approved teaching experience, or its equivalent as determined by the Minister and be answerable to the mandatory standards outlined in An Act To Provide For Registration of Psychologists (1985).

Speech-Language Pathologists

Speech-language pathologists must have a master's degree in speech-language pathology and a valid teaching certificate or permit.

Itinerant Teachers of the Visually Impaired

Itinerant teachers of the visually impaired must hold a valid Newfoundland and Labrador teaching certificate. The Division of Student Support Services recommends that itinerant teachers should have:

- *A thorough knowledge of the visual impairments and the disabilities associated with visual impairments.*
- *A knowledge of specialized assessment techniques and remediation strategies.*
- *An understanding of the use and operation of specialized equipment and materials.*
- *The ability to develop programs that can be implemented by regular classroom teachers and resource teachers (this is particularly important in areas where outreach programs are operated).*

- *The ability to act as a resource person , providing the classroom teacher with an evaluation of the student's visual problems and materials available to help meet the student's needs.*
- *The ability to organize, develop, and conduct workshops with teachers and school district personnel.*

Itinerant Teachers of the Hearing Impaired

Itinerant teachers of the hearing impaired must have a valid teaching certificate. The Division of Student Support Services recommends that itinerant teachers have:

- *a thorough knowledge of the disabilities associated with hearing impairments;*
- *an understanding of the use and operation of specialized equipment, materials, and amplification systems;*
- *a knowledge of specialized assessment techniques and remediation strategies;*
- *the ability to develop programs that can be implemented and carried out by grade level/subject area and resource teachers - this is particularly important in areas where outreach programs are operated;*
- *the ability to act as a resource persons, providing support, materials and evaluation to classroom teachers;*
- *the ability to act as a tutors to some students;*
- *the ability to organize, develop, and conduct workshops with teachers and school board personnel.*

Detailed lists of the requirements for professional and provisional certification from the Association of Canadian Educators of the Hearing Impaired and the Council on Education of the Deaf can be obtained from the Department of Education. An application form can be found in Appendix 2.C.2.

2.C.2 PROCEDURES

All applicants must possess a valid teaching certificate or permit. Those who do not possess a valid teaching certificate or permit must apply for one from the Teacher's Certification Committee.

In addition to possessing a valid teaching certificate or permit, those applying for special education positions must also meet certain minimum qualifications specified by the Minister.

2.C.2(3)

When a candidate possesses a valid teaching certificate or permit but does not meet the specific qualifications for the position, the Department of Education Monitoring Committee will evaluate equivalency.

2.C.3 POLICY

Each school board will appoint suitably qualified teachers in the field of special education.

2.C.3 GUIDELINES

Section 19.(5) of The Schools Act (Teacher's Salaries) Regulations, 1987, states:

Teachers hired to fill staffing units allocated under Section 4 and Section 10 with respect to teachers of students with exceptionalities shall have such qualifications as may from time to time be approved by the Minister.

The Division of Student Support Services recommends that teachers have expertise in the following areas with respect to social, behavioral, physical and learning exceptionalities: assessment of strengths and needs; use of assessment strategies to design and implement individualized program plans; curriculum design; instructional strategies, consultation skills and team planning skills.

2.C.3 PROCEDURES

A school district must have approval from the Minister to hire a person for a special education position if that person does not have the minimum qualifications specified by the Minister 19(5) of The Schools Act (Teachers' Salaries) Regulations, 1987.

From the date of approval of this policy, the minimum qualification considered appropriate for a teacher filling a special education position is a degree in special education or its equivalent (as determined by the Minister).

The competencies outlined in the Guidelines (2.C.3) may help districts when examining equivalency in the recruitment process.

The Department of Education monitors the qualifications of teachers through the Register of Personnel (Appendix 1.A.7) and the Staffing Information Form (Appendix 2.C.3).

2.C.4(1)

2.C.4 POLICY

Each school board is responsible for the provision of quality programs for all students with exceptionalities and must use allocated resources for this purpose.

2.C.4 GUIDELINES

Teaching units referred to in Section 4 and 10 of The Schools Act (Teachers' Salaries) Regulations, 1987, are allocated in addition to the basic allocation. School districts must use these resources to provide effective and appropriate programs for students with cognitive, physical, and/or behavioral exceptionalities.

2.C.4 PROCEDURES

As schools focus on the implementation of district and provincial policies in special education, the roles of student support services personnel in the delivery of special education services have been examined in greater detail. The Division of Student Support Services supports the use of a wide variety of delivery structures (see Cascade Model - Policy 2.A.4) which necessitates flexible scheduling and the cooperation and involvement of all team members in implementing special education services. School administrators within district and provincial policies and guidelines, develop the role of student support services personnel to meet the needs of the students they are responsible for. As the needs of the students change, the roles of personnel may also change. Appendix 2.C.4 contains samples of two school districts' guidelines concerning the role of special education/resource teachers.

2.C.5 POLICY

Each school district is encouraged to use support personnel to facilitate the implementation of individual programs.

2.C.5 GUIDELINES

"Support personnel" are student assistants and volunteers. The following guidelines should be followed in using support personnel:

Support personnel must be given, as necessary and by qualified personnel, clear instructions and inservice in the functions they will perform.

The principal is responsible for providing support personnel with a copy of the description of duties assigned to them.

Support personnel are not responsible for assessment, program design, or student evaluation.

Student assistants must be regularly evaluated on the performance of their job functions. The principal is responsible for ensuring that this occurs in accordance with the articles outlined in the Newfoundland Association of Public Employees Collective Agreement for student assistants.

2.C.6(1)

2.C.6 POLICY

Each school district is responsible for the continuing inservice education of its special education personnel and support personnel.

2.C.6 GUIDELINES

Research developments in the field of special education require continuing education on the part of all personnel, with particular regard to

- *current practices in assessment, program design, and teaching strategies*
- *consultation with other professionals and parents.*

This may be accomplished by means of

- *University courses;*
- *Inservice;*
- *Conferences, seminars, workshops, etc.;*
- *Professional organizations;*
- *Professional journals;*
- *Video and audio tapes of conferences, lectures, presentations, etc.*

2.C.6 PROCEDURES

- (a) School districts should encourage their professional personnel and support personnel to keep abreast of current trends, theories, and practices in the delivery of special education services through professional affiliations, conferences, seminars, and workshops.
- (b) School districts should seek ways to facilitate the communication process between and among teachers and school district personnel to assist in the identification of inservice needs.
- (c) School districts should share personnel having expertise in a specific area so that the inservice needs of district personnel may be met.
- (d) The Division of Student Support Services may be used as a resource for the identification of inservice needs and for meeting those needs. (See Policies 1.A.9 and 1.A.10.)

2.C.7(1)

2.C.7 POLICY

All personnel working with students with exceptionalities should avail themselves of continuing education and professional development.

2.C.7 GUIDELINES

Research developments in the field of special education require continuing education on the part of all personnel, with particular regard to:

- *current practices in assessment, program design, and teaching strategies*
- *consultation with other professionals and parents.*

This may be accomplished by means of:

- *university courses;*
- *inservice;*
- *conferences, seminars, workshops, etc.;*
- *professional organizations;*
- *professional journals;*
- *video and audio tapes of conferences, lectures, presentations, etc.*

2.D.1 POLICY

Each school district is responsible for establishing the processes of identification, assessment, and program planning.

2.D.1 GUIDELINES

The processes of identification, assessment, and program planning must be clearly defined, so that the needs of students with exceptionalities can be effectively met.

The school board is responsible for the implementation of this process; therefore, each procedural step should be documented in the school district's special education policy manual. School districts are encouraged to refer to the appropriate sections of the Department of Education's Special Education Policy Manual to ensure that a consistent and unified approach is taken to the delivery of special education services across the Province. (See Policy 2.D.2 and sections on screening, assessment, and program planning).

2.D.2(1)

2.D.2 POLICY

Each school district must establish, at the school level, program planning teams responsible for programming and monitoring.

2.D.2 GUIDELINES

The major responsibility for ensuring that appropriate programs are provided for students with exceptionalities in each school lies with the principal. The planning and implementation of programs should be accomplished through a team process. The core team(s) should comprise the school principal or vice-principal, teachers involved and parents/guardians. Selection of additional members will depend on the special needs of the student and on the personnel resources of the school district and the community.

For example, additional members may include

- *special education coordinator*
- *school counsellor*
- *educational psychologists*
- *speech-language pathologists*
- *itinerant teachers*
- *representatives of other agencies*

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graph TD
    1[1. SCREENING & IDENTIFICATION] --> 2[2. EXPLORATION OF INSTRUCTIONAL STRATEGIES]
    2 --> 3[3. REFERRAL TO PROGRAM PLANNING TEAM]
    3 --> 4[4. PROGRAM PLANNING TEAM MEETING]
    4 --> 5[5. PROGRAM PLAN DEVELOPED]
    5 --> 6[6. IMPLEMENTATION OF PROGRAM PLAN]
    6 --> 7[7. MONITORING OF PROGRAM PLAN]
    7 --> 8[8. REVIEWING PROGRAM PLAN]
    8 --> 1
    
    2 --> 9[ONGOING EVALUATION & MONITORING]
    9 --> 10[REFERRAL FOR FURTHER ASSESSMENT WHEN NEEDED]
    10 --> 3
    10 --> 4
    10 --> 5
    10 --> 6
    10 --> 7
    10 --> 8
  
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Classroom Teachers
Specialist Teachers
Principals
Other Professionals
Program Planning Team
Parents/Guardians

Sample Procedure

1. *Screening and Identification:*

This initial stage may be initiated by a variety of agents. Some children may come to school with a myriad of assessments and program information from other agencies or from another school. Some students may have been in school for a number of years and experience difficulty at a later stage. For other students, their special needs may be identified by the classroom/subject teacher who regularly observes students in the learning situation. The planning process can be initiated at any time based on student need.

If a student has been identified as needing an individual program plan before entry to school, the team may wish to start the process at step 3: "Referral to Program Planning Team" to avoid delay.

Parents are involved at the beginning of the process. Classroom teachers, parents, outside agency personnel and resource teachers are all possible initiators at this stage. The principal should be aware of any communication concerning students at this stage.

2. *Exploration of Instructional Strategies*

After a student has been identified as requiring additional planning to meet his/her needs, the classroom/subject teacher uses available material and human resources to explore a variety of strategies in the learning process. In any school of more than one teacher there is a wealth of experience to draw upon. In exploring alternate methods of working with students, teachers may also wish to consult program coordinators, educational psychologists or other available personnel. The key at this stage is to be as creative as possible in determining a wide variety of strategies to meet student needs while ensuring accurate record keeping in terms of the outcome of utilizing these approaches. Determining why a method doesn't produce the desired outcome can yield as much information as one that does. Cooperation and collaboration among professionals and parents is essential at this stage.

The identification, assessment and program planning process may not go beyond this stage for many students as their needs may be met through ongoing evaluation and monitoring in the classroom.

3. *Referral to Program Planning Team*

If the classroom/subject teacher requires further support to meet the needs of a student, he/she may wish to refer to the program planning team. As outlined in Stage I, some students may begin the process at this stage upon entering school if the principal, parent and teachers feel this is warranted.

2.D.2(4)

The format of the referral depends on school and district procedures. In some cases the initiator of the referral may be required to have certain types of information available for the principal in order to make an informed decision whether or not to select team members and set a date for the program planning team meeting. Information required may include anecdotal information, observation records, informal assessment, interviews with the student and involved agencies, school records or any other information available that may be of help in program planning. Care should be taken not to use outdated or irrelevant assessment data.

4. *Program Planning Team Meeting*

The program planning team must ensure that the problem or difficulty facing the student and/or teachers and parents is clarified before proceeding with planning. The reason for referral does not always match the team's clarification of the problem and careful problem solving at this stage can prevent unnecessary or inappropriate steps being taken.

Team members should be those who have responsibility for the student's learning. The team should always include the principal or vice-principal, teachers involved and parents/guardians. These members form the core of the team. The selection of additional members depends on the needs of student and on the personnel resources of the school district and community. (A sample list of responsibilities is contained in Appendix 2.C.4). In cases where there are many teachers involved, as in high school, reports can be gathered from teachers for presentation at the team meeting. However, key personnel should be present. In some cases this may include the student, especially at a high school level when career/transitional decisions are being discussed. Parents, as full members of the program planning team should feel comfortable in presenting their views of the student's strengths and needs.

The team meeting provides an opportunity for members to come together to clarify, given all available information, the student's strengths and needs and to decide on future actions to be taken in terms of program planning. The meeting should not be a forum for teachers, administrators, and other agency personnel to present a completed program to the parents. If this is done, the parents become outsiders to the process and do not have the opportunity to affect decision making in any meaningful way. Together, the members should discuss the information each has observed and collected. Concerns should be expressed openly and information presented, without judgemental rebuttal. However, in cases where differences of opinion occur, the principal or vice-principal as chairperson would act as mediator in the process.

The team decides whether or not to proceed with development of an individualized program plan. The meeting may highlight the need for a change in instructional strategies while maintaining the objectives of a prescribed course. When this occurs, a statement in the student's cumulative file indicating alterations made should be

sufficient. However, when the objectives of provincially approved curriculum must be changed to meet the needs of the student, an I.P.P. becomes necessary. At this point, the chairperson designates responsibility areas to the team members to develop the individualized program plan according to the priorities, goals and approaches set at the meeting, or to collect further information if necessary.

5. *Program Plan Developed*

The program planning team uses information gathered to write the program plan. Those that have responsibility for implementation of parts of the plan should be involved in developing the objectives, deciding on strategies and evaluation procedures. The individual program plan should include the following components (see 3.C.1):

- . a summary of student strengths and needs
- . annual long term goals
- . short term objectives
- . responsibility area
- . review dates.

6. *Implementation of Program Plan*

Team members are assigned responsibility areas and monitor student progress. The teacher responsible for teaching the student must also evaluate the student's progress in that curriculum area.

7. *Review of Program Plan*

The program planning team is responsible for reviewing the student's progress in the plan and meeting to discuss changes when necessary. The program plan should be reviewed at least twice annually (see 3.C.3).

2.D.3(1)

2.D.3 POLICY

Each school is responsible for informing parents/guardians of any individualized assessment designed for their child.

2.D.3 GUIDELINES

Parents/guardians should be made aware of any formal and informal assessments used to address a specific need evidenced by their child. (See also Policies 3.B.1 and 3.B.3).

2.D.3 PROCEDURES

The principal is responsible for ensuring that parents/guardians are involved in the identification, referral, and assessment processes whenever possible. Whatever procedure individual school boards develop, the following key points must be considered:

- At the time of registration or early in that school year, parents/guardians should be made aware of the school board's policies and procedures for identification, assessment, and referral.
- Before a referral for assessment is made to either school board employees or professionals from other agencies, the parents/guardians as program planning team members, must be consulted before the referral is initiated.
- A distinction should be made between school board employees (e.g., special education teachers, special education coordinators, educational psychologists, speech-language pathologists) and professional personnel employed by other agencies (e.g., clinical psychologists, social workers, public health nurses). The distinction is necessary because referrals to professionals in other agencies require written parental permission for referral and release of information.
- A written confirmation of the date and nature of any formal assessment and/or consultation should be sent to the parents/guardians and a copy kept in the student's programming file. The written confirmation should state that a follow-up meeting will be held to discuss the results of any referral/assessment.

2D.4 POLICY

Each school district is responsible for monitoring the content and implementation of each student's program.

2.D.4 GUIDELINES

Each teacher in his/her responsibility area(s), is responsible for monitoring the sequence, developmental progression and implementation of the individual program plan. The development of a monitoring process will vary from one school district to another as a result of demographic factors and the availability of human and economic resources. School districts must consider these factors when developing a monitoring process to meet their specific needs.

Section 3: Overview

Screening, Identification,
Referral, Assessment and
Program Implementation



Section 3 - Overview

The Program Planning Process

The following three groups of policies highlight the importance of establishing an information base for the effective planning and implementation of programs for students with exceptionalities. Emphasis is placed on a systematic process:

- 1. parental involvement at each stage of the process,*
- 2. early identification and exploration of instructional strategies carried out by classroom teachers,*
- 3. collection of information and/or referral for assessment by appropriate professionals,*
- 4. program planning team meeting,*
- 5. preparation of an individual program plan,*
- 6. implementation of the individual program plan and its regular review.*

Screening and identification constitute the first step in the process; they are initiated by the classroom teacher in conjunction with the parents/guardians. It is only after a teacher's systematic observation of the student and extensive exploration of instructional strategies that a referral may be necessary for detailed assessment and subsequent program planning. The individual program plan designed by the team determines the most enhancing environment(s) for the program's implementation.

Any identification, assessment and program planning process should be flexible enough to accommodate entrance or exit at any point as long as the steps in the process have been undertaken by appropriate and qualified professionals. (e.g. If a student with challenging needs enters a school in kindergarten with documentation from physicians, an occupational therapist and a day care setting, the school may wish to make an immediate referral to the program planning team to ensure appropriate support services are in place as soon as possible).

3.A.1 POLICY

The screening and identification of students' strengths and needs should begin before school entry and continue throughout their school years.

3.A.1 GUIDELINES

Information sources may include:

- *parents/guardians*
- *agencies or professionals involved with the special needs of the student and his/her family*

3.A.1 PROCEDURES

- (a) The student's medical history and information on his/her early childhood development may be obtained from parents/guardians at kindergarten registration. Registration should be held early in the calendar year of school entry in order to plan or recommend appropriate intervention strategies.
- (b) Before school begins, liaison meetings should be held with agencies and professionals involved with children with exceptionalities to establish an information flow, to prepare the school system for needed services and to avoid duplication of services.
- (c) The Public Health Nurse is involved each year as part of a student's preparation for school entry. The service offered is a health assessment. This assessment is strongly recommended for each school entrant. Parents who have their child examined by a physician should be urged to have the child appraised by the Public Health Nurse as well. The Public Health Nurse is responsible for maintaining the child's immunization/health record which stays with the child throughout her/his school life.
- (d) The Department of Social Services provides a direct home service through child management specialists. These specialists work with developmentally delayed children and their parents in the home, developing preschool programs based on individual needs.

Given the broad range of information gathered by Public Health Services and Social Services on preschool children, school district personnel are strongly encouraged to meet with these personnel to establish an information flow.

3.A.2(1)

3.A.2 POLICY

Information concerning student strengths and needs gathered before school entry will be used in planning educational strategies and assessment.

3.A.2 GUIDELINES

Preschool screening and identification information should serve as the basis for in-school assessment and for the development of intervention strategies. In planning educational strategies and assessments for children with exceptionalities, it is necessary to use a wide range of sources for information gathering:

- Parents/guardians and those involved in day care settings provide information on the child's functioning in a variety of environments and situations.*
- Support personnel provide an indepth view of exceptionalities and the services needed to implement appropriate programs.*
- Administrators provide information on service delivery options and give support.*
- Health professionals provide information on health problems that may be related to learning problems.*

3.A.2 PROCEDURES

- (a) Information gathered before school entry and subsequent observation provide the teacher with a preliminary overview of the student's strengths and needs.
- (b) The teacher becomes aware of the student's strengths and needs and uses a variety of teaching approaches to match the student's particular needs.
- (c) If the use of a wide variety of teaching strategies is unsuccessful, consultation with other teachers, the principal, and specialists becomes necessary.

.....Current practice and research supports an emphasis on preferral intervention. The role of school-based services is emphasized. The school is called upon to provide appropriate services to all students within its catchment area. In order to do this, cooperation with other professionals in the school district is often necessary. When the emphasis is on intervention rather than testing the first step involves a request for assistance in planning rather than a request for testing.

B.C. Ministry of Education

Special Programs: A Manual of Policies, Procedures
and Guidelines (1985, p. 1.).

3.A.3(1)

3.A.3 POLICY

Teacher observation is an essential source of information in determining student strengths and needs and should form the foundation of any comprehensive student profile.

3.A.3 GUIDELINES

Teacher observation should be systematic; relevant behavior should be clearly and concisely recorded for the purpose of making instructional decisions. Observation methods are used in making instructional decisions related to developmental progression, programming and evaluation needs as well as transfer of knowledge to other areas. There are many methods of systematic observation. School districts are encouraged to support teachers in developing their observation skills.

3.A.4 POLICY

Documents containing a student's identification and assessment results will be treated confidentially.

3.A.4 GUIDELINES

Documents will be kept in a secure file and will not be part of a student's cumulative record. The principal is responsible for ensuring the confidentiality of information in the file. The special services coordinator is responsible for ensuring the confidentiality of files kept at the school board office which identify students with exceptionalities.

3.A.4 PROCEDURES

- (a) Written consent must be obtained from the parents/guardians before identification and assessment results are released to agencies or individuals other than school district personnel. Access to the file should be limited to a student's parents/guardians, the program planning team, and those designated by the parents/guardians. Such reports should always be visibly marked "confidential".
- (b) Entries in the file should be dated and signed by the person responsible for the entry.
- (c) When copies of information contained in the file are forwarded, a record should be kept of who will receive the information and when it was sent.

A sample release of information form for the release of documents from the file to those who do not normally have access to it can be found in Appendix 3.A.4.

3.A.5(1)

3.A.5 POLICY

Labels should not be applied to any student, regardless of his/her exceptionality. Labels of exceptionality should only be used as administratively necessary for the allocation of staff and funds by the Department of Education.

3.A.5 GUIDELINES

In order to administer funds for student support services, it is necessary for the Department of Education to distinguish between categories of exceptionality. School boards should use labels only when applying for funds or accounting for expenditures.

3.A.5 PROCEDURES

Salary units are allocated as stated in The Schools Act (Teachers' Salaries) Regulations, 1979.

3.B.1 POLICY

Parents/Guardians will be involved in all stages of the referral and program planning process.

3.B.1 GUIDELINES

Parents/guardians, as part of the program planning team, will be strongly encouraged to contribute to decisions on referral and program planning. If parents/guardians are unable to attend a meeting, every effort should be made to discuss any recommended changes in their child's program with them. Cooperation between and among special education personnel and parents/guardians is essential to implementing and maintaining an effective individual program plan. (See Policies, Guidelines, and Procedures 3.B.2 and 3.B.3 and sample letter to parents, Appendix 3.B.1(1).)

3.B.1 PROCEDURES

- Parents/guardians must give written consent before a referral is made to specialists not employed by the school board. (See Appendix 3.B.3.)
- The school must obtain written permission from the parents before releasing educational assessments and school-related information to an outside specialist. (See Appendix 3.A.4.)
- The professional specialist should meet with parents and the programming team to discuss recommendations arising from the assessment. A release of information form from the specialist to the school may be used to ensure a flow of information (See Appendix 3.B.3 and Appendix 3.A.4.)
- Communication among the specialist, the parents, and the programming team should be maintained in reviewing the student's progress.
- A date for reviewing the assessment should be set as considered appropriate by the specialist in consultation with the program planning team.

(See also Policies, Guidelines, and Procedures 2.D.4 and 3.B.4.).

3.B.2(1)

3.B.2 POLICY

Parents/Guardians will be asked to sign an acknowledgement of the individual program plan and its review date.

3.B.2 GUIDELINES

- *The Schools Act outlines a procedure for appeals at the school and district levels (see Part III Division 6. Section 24).*
- *School districts should develop policy and guidelines for parents and schools personnel to follow in the event that there is a disagreement regarding a program plan or the process of program planning.*

Following are suggested steps in the process.

- *A program planning team follows appropriate procedures in meeting and developing the program plan. Parents are involved. See Policy 2.D.2. When parents are denied support and services that they deem necessary for their child, they may appeal a school level decision to the superintendent. Parents are asked to sign acknowledgement that the program plan has been developed for their child after discussing the written program plan with appropriate school personnel. In the event that parents refuse to acknowledge the plan by signing, the case is referred to the superintendent.*
- *The superintendent follows board policies and may, as a part of this process;*
 - (a) Review all pertinent information such as assessments, program planning team minutes, program plans, explanations of the disagreement from all parties concerned etc.*
 - (b) Meet with parents, principal and all appropriate personnel involved.*
 - (c) Decide whether the situation can be resolved internally or submit the case for an external review and recommendations.*
 - (d) Make a decision based on all information gathered.*

If a disagreement still exists the superintendent may:

- (a) assume responsibility for the signing of the program, thus effecting its implementation*
or
- (b) submit the case to the school board for final arbitration.*

3.B.3 POLICY

When further assessment is needed beyond the expertise of school district personnel, referral(s) will be made to the appropriate specialist(s)/agency with the signed consent of the parent(s)/guardian(s).

3.B.3 GUIDELINES

It is the responsibility of the school district to ensure that assessments are accurate (Policies 2.D.1 and 3.B.3). If school district personnel do not have the expertise, students must be referred to the appropriate professionals.

3.B.3 PROCEDURES

- Parents must give written consent before a referral is made to specialists not employed by the school board. (See Appendix 3.B.3.)
- The school must obtain written permission from the parents before releasing educational assessments and school-related information to an outside specialist. (See Appendix 3.A.4.)
- The professional specialist should meet with parents and the programming team to discuss recommendations arising from the assessment. A release of information form from the specialist to the school may be used to ensure a flow of information. (See Appendix 3.B.3 and Appendix 3.A.4.).
- Communication among the specialist, the parents, and the programming team should be maintained in reviewing the student's progress.
- A date for reviewing the assessment should be set as considered appropriate by the specialist in consultation with the program planning team.

(See also Policies, Guidelines, and Procedures 2.D.4 and 3.B.2.)

3.B.4(1)

3.B.4 POLICY

Assessment data contained in the student's secure file will be reviewed annually to ensure that all information is current and relevant.

3.B.4 GUIDELINES

The decision to remove outdated or irrelevant information should be made by the program planning team responsible for the student's individual program.

3.B.4 PROCEDURES

The school district is responsible for setting an annual date for the review of information on file for every student receiving special education. Irrelevant or outdated information which is no longer pertinent to the student's individual program plan should be removed from the secure file. Such information should be

- (a) stored separately,
- (b) returned to the originator, or
- (c) destroyed.

3.C.1 POLICY

An individual program plan, based on an assessment of the student's strengths and needs, will be designed and implemented for every student requiring objectives that are different from those stated in the prescribed or approved curriculum.

3.C.1 GUIDELINES

Each school district will establish procedures and guidelines for the development and implementation of individual program plans. The Division of Student Support Services will act as a support service in this process by designing appropriate inservice and resource packages for assessment, diagnosis, individual programming, and evaluation. (See Appendix 3.C.1 for sample individual program plan formats.)

Teaching practice necessarily includes the use of a variety of teaching strategies to enable students to meet course objectives. The manipulation of variables such as time, classroom organization and evaluation techniques will be necessary to enable students to meet these objectives. Provided the course objectives are not substantially altered these procedures do not generally require an individual program plan although specific changes should be documented in the student's cumulative file (e.g. oral evaluation in place of written evaluation). When the manipulation of instructional variables is not sufficient to address student needs in the context of the prescribed curriculum, the program planning team is responsible for the development of an individual program plan. For students whose special needs include non-academic areas, the individual program plan should detail the supports and services needed to enable the student to reach his/her educational goals.

3.C.1 PROCEDURES

The components of the individual program plan for each student should include the following:

1. A summary of student strengths and needs

The summary should include information on the student's physical, behavioral, social, and academic strengths and needs. A brief summary of the types of assessments used in determining strengths and needs should be included in the individual program plan while more complete result/reports should be kept in the student's confidential file.

3.C.1(2)

2. Annual long-term goals

Annual long-term goals are statements of expected achievement over a one-year period. These statements are estimates of future performance based on past achievement, present performance, and priority areas of desired development. Priority areas should be established in consultation with parents through the program planning team process to ensure a coordinated effort between the home and school.

3. Short-term objectives

Short term objectives are statements outlining specific steps which lead to the attainment of the long term goal. Objectives are arranged sequentially, according to the developmental process involved and the logical progression toward identified goals. The stated objectives are the basis for the evaluation of the student's growth toward attainment of the long term goals.

4. Recommendations for specific support services

These services may be divided into three categories:

- (a) educational strategies
(e.g., specific instructional techniques, organizational techniques, evaluation procedures)
- (b) special materials/equipment
(e.g., telebinoculars, computers, specially designed furniture)
- (c) human resources
(e.g., speech-language pathologists, physiotherapists, student assistants, mentors)

5. Responsibility areas

Specific responsibilities for teaching, modifying/extending and evaluating objectives must be assigned to individuals with the appropriate professional competence. However, the overall responsibility for the evaluation of the plan rests with the team as a whole. The team is responsible for ensuring that the plan outlines a comprehensive and cohesive approach to meeting student needs.

6. Review Dates

The program planning team is responsible for setting dates for the review of the overall plan. However, individual team members are responsible for the ongoing evaluation of their designated responsibility areas. The overall plan should be reviewed at least twice in each school year. Dates for the review of the program plan should be set at each program planning team meeting.

3.C.2 POLICY

The individual program planning team is responsible for ensuring that all environments in which the program is implemented are appropriate and that support services are provided when necessary.

3.C.2 GUIDELINES

The individual program planning team monitors the student's progress in all settings to ensure that each is the most enhancing environment in which the student can meet his/her program objectives. Through the special education or other designated teacher, the team consults the grade level/subject area teachers to ensure that service delivery decisions enhance the development of all students involved. Collaborative efforts are essential to program implementation and evaluation.

3.C.2 PROCEDURES

See Procedures for Policy 3.C.1.

3.C.3(1)

3.C.3 POLICY

The individual program plan will be reviewed and evaluated in an ongoing manner as necessary, and in a formal manner at least twice annually.

3.C.3 GUIDELINES

As one set of objectives and goals are met, they are replaced by others which fit the sequence and developmental structure of the program plan in response to student needs. When objectives are not met, strategies and expectations must be reviewed and appropriate alterations made. The formal reviews of the program plan should be undertaken by the whole team.

3.C.3 PROCEDURES

See Policy 3.C.1 Procedure No. 8

3.C.4 POLICY

Individual program plans for students of high school age should reflect choices available to the student upon leaving school.

3.C.4 GUIDELINES

The program plan should provide an opportunity for the practical application and/or extension of knowledge, skills and values learned in school. Programming options should be flexible enough to provide a wide range of choices in both the school and the community. The program planning team is responsible for exploring all choices open to students with exceptionalities.

3.C.4 PROCEDURES

Procedures for the implementation of this policy should be developed at the school district level to suit local conditions.

3.C.5(1)

3.C.5 POLICY

Upon completion of individual programs, students will have detailed resumes recording school and work placement performance, and appropriate references.

3.C.5 GUIDELINES

Preparation of the resumes should be part of the student's program plan and should be designed to be of use in the job application process. Language arts, mathematics, and vocational programming should form a part of the record. Any course work completed should be noted, and anecdotal information provided where appropriate. References from work placements and a summary of responsibilities, amount of experience, and a description of job functions should be a part of the resume.

This resume will help provide prospective employers with the information needed to assess the student's potential as an employee.

Students receiving special education who are not involved in work study programs should also have a record of goals attained and areas which need continuing development.

Appendices



APPENDICES

APPENDIX 1.A.2

**LAWS AND REGULATIONS
PERTAINING TO SPECIAL EDUCATION**

LAWS AND REGULATIONS PERTAINING TO SPECIAL EDUCATION

There are a number of acts and regulations which have implications for exceptional students; other exclusively pertain to exceptional students. This section includes parts of acts or regulations which are specific to exceptional students; they are reproduced in their most recent amended versions.

THE SCHOOLS ACT 1970 Duties and Powers of School Boards

Subject to this Act and the Regulations, every School Board shall

- 12(a.1) organize the means of instructing children who, for any physical or mental cause, require special classes either by the establishment of special classes in its schools or by making arrangements with another School Board or with any educational body or authority within Canada for the education of such children.

Every School Board may

- 13(e) cause to be examined by a duly qualified medical practitioner any pupil suspected by a teacher to be suffering from a communicable disease or other physical or mental condition inimical to the health or welfare of the other pupils or suspected to be so mentally deficient as to be incapable of responding to class instruction by a qualified teacher, and, upon the medical practitioner certifying the existence of such disease, condition or deficiency, exclude the pupil concerned from school until a certificate is obtained from a duly qualified medical practitioner permitting the pupil to return to the school.
- 50(1) The Minister may, if he considers it necessary, cause a school to be established in any hospital or similar institution operated by or for the Department of Health and in any prison or similar institution operated by the Department of Justice.
- (2) The school or schools established under subsection (1) shall be administered by an officer of the Department designated by the Minister.
- (3) The opinion of the Minister as to what is a similar institution is conclusive for the purposes of this section.
- 62(2) The Minister may, in writing, permit admission to a specified school of children younger than those coming under Section 61 if it is shown to his satisfaction that sufficient extraperceptual children will attend to warrant such permission being given.

1.A.2(2)

The Schools Act (Teachers' Staffing) Regulations, 1987.

PART I - Interpretation

2. In these Regulations

- (a) "Act" means *The Schools Act*, R.S.N. 1970 Chapter 346 as amended;
- (b) "Aggregate Enrolment" means the total enrolment of a school or a school district as determined by section 18 of these Regulations;
- (c) "allowance" means that part of a teacher's remuneration payable in accordance with The Collective Agreement;
- (d) "classroom" means a unit of 35 students unless otherwise specified;
- (e) "collective agreement" means an agreement signed in accordance with the provisions of *The Newfoundland Teachers' (Collective Bargaining) Act, 1973*;
- (f) "department head" means a teacher designated by a School Board as head of a department and in accordance with these Regulations;
- (g) "district" means an educational district established by or under the Act;
- (h) "francophone school" means a school for children of parents who qualify for the right to have their children receive primary and secondary school instructions in the French Language pursuant to section 23 of The Canadian Charter of Rights and Freedoms;
- (i) "inservice training activity" means any meeting, conference, seminar or the like organized for on-going training or professional development of teachers, but does not include courses offered by a post-secondary institution;
- (j) "program co-ordinator" means a teacher appointed to supervise and co-ordinate curriculum activities in one or more of the following subject areas:
 - (i) primary education,
 - (ii) reading and language arts,
 - (iii) music,
 - (iv) physical education,
 - (v) social studies, religious education
 - (vi) special education
 - (vii) science-mathematics,or in any other area designated by a School Board and approved by the Minister;

- (k) "replacement teacher" bears the same meaning as set out in the Collective Agreement.
- (l) "staffing unit" means a staff position to which a School Board is entitled under these Regulations;
- (m) "school" means a public school as defined by the Act, and in these Regulations includes the body of public school pupils that is organized as a unit for educational purposes under the jurisdiction of a School Board including the teachers and other staff members associated with such unit or institution, and the lands and premises used in connection therewith;
- (n) "small school" means a school where the main grade enrolment is 12 or less, or, for a school where any Senior High School courses are provided, where the mean grade enrolment is 25 or less;
- (o) "substitute teacher" bears the same meaning as set out in the Collective Agreement.

PART II- Allocation of Staffing Units

- 3. The calculations in this part shall be completed with respect to each school district, and shall form the basis for the initial calculations for the previous year and the current year, as defined in PART III, using the relevant enrolment figures for each year, and all calculations so made are subject to the provisions of Part III.
- 4. All School Districts shall be allocated staffing units equal to the sum of the products obtained by multiplying the appropriate allocation factor by the aggregate enrolment of all schools in the district for each of the categories of staff units indicated in the following schedule:

Category of Staff Unit	Allocation Factor
Basic Allocation	0.0435
Counsellor	0.001
Librarian	0.001
Teacher for Special Needs Children for whom provision is not made in s. 10 where the mean school enrolment is less than 200	0.0075
200-399	0.007
400-499	0.0055
greater than 500	0.0050

- 5. (1) A School Board with a mean school enrolment between 150 and 199 shall be allocated 2 additional staff units.

1.A.2(4)

(2) A School Board with a mean school enrolment of less than 150 shall be allocated 4 additional units.

(3) The mean school enrolment shall be determined by dividing the aggregate District enrolment by the number of schools administered.

6. Each School Board shall be allocated staffing units for School Principals for each school in accordance with the following schedule:

Number of Pupils in School	Staffing Units
Fewer than 50	0
50-249	0.5
250-499	1
500-999	1.5
greater than 1000	2

7. (1) Subject to subsection (2) each School Board shall be allocated staffing units equal to the product obtained by multiplying the aggregate enrolment of all small schools in the district by an allocation factor of 0.015.

(2) Enrolment in schools located in communities to which section 8 applies shall not be included in the calculation of staffing units in subsection (1).

8. (1) This section applies to schools located in the communities of Nain, Hopedale, Makkovik, Rigolet, Davis Inlet, Postville, and Sheshatshit.

(2) Each School Board shall be allocated staffing units equal to the product obtained by multiplying the aggregate enrolment of all schools in the district to which this section applies by an allocation factor of 0.04.

9. Each School Board shall be allocated staffing units equal to the product obtained by multiplying the aggregate enrolment of all francophone schools in the district by an allocation factor of 0.04.

10. (1) Where a school provides special instruction for pupils who in the opinion of the Minister, are unable to benefit properly from normal classroom instruction on any of the following grounds,

- (a) hearing impairment,
- (b) visual impairment,
- (c) severe mental retardation, or
- (d) severe physical disability,

additional staffing units may be allocated in accordance with subsection (2), (3) and (4); subject to the provisions of section 19.

- (2) One staffing unit may be allocated for every 6 pupils for whom special instruction is provided.
- (3) Where a number of pupils for whom special instruction is provided exceeds 6 or a multiple of 6 but not less than 4, one staffing unit may be allocated.
- (4) Where the total number of pupils for whom special instruction is provided is less than 6 but not less than 4, one staffing unit may be allocated.
- (5) Where a pupil to whom paragraph (1)(c) or (d) applies is unable to attend a school which provides special instruction for pupils, and the school which the pupil attends establishes a class to provide special instruction which is approved by the Minister,
 - (a) three-quarters of a staffing unit may be allocated where the class comprises 3 pupils, and
 - (b) one-half of a staffing unit may be allocated where the class comprises fewer than 3 pupils.
- (6) An allocation made under this Section shall be in addition to, and not in substitution for, an allocation of staffing units under other provisions of these regulations.

PART IV - General

- 18. (1) For the purposes of determining the number of staffing units to be provided to a district in any school year
 - (a) only pupils who have been admitted to school in accordance with the provisions of the Act shall be counted;
 - (b) the enrolment shall, subject to subparagraph (c) be deemed to be the aggregate enrolment as shown on the Annual General Returns for all of the schools in the district for the preceding year.
 - (c) the board may use the enrolment shown on the Annual General Returns for the current year to determine the total allocation of staffing units, if it is to the advantage of the district to use the enrolment of the current year instead of the enrolment of the previous year referred to in subparagraph (b); and
 - (d) subject to these Regulations, in computing the school enrolment in districts for the purpose of paragraphs (b) and (c) of this subsection, all pupils transferred into the district during the appropriate period shall be counted but pupils transferred out of the district shall not be counted.

1.A.2(6)

(2) Where during a school year pupils enrolled with a School Board are re-enrolled with another School Board as a result of changes in District Boundaries or the reorganization of School Services, the former Board may transfer a proportion of the staffing units allocated to it for that year to the latter Board.

(3) Staffing units shall be provided to every district in accordance with these Regulations, and no salary provided to a School Board under these Regulations shall be paid to anyone except in respect of the employment of a person employed to fill a staffing unit provided under these Regulations.

19. (1) This section shall be read with respect to the allocation of staffing units for special instruction in section 10.

(2) Subject to subsection (4) and at the discretion of the Minister, one staffing unit may be allocated to provide any of the service described in subsection (3) for the joint use of that Board and another School Board.

(3) The services referred to in subsection (2) are:

- (a) itinerant services for hearing impaired pupils.
- (b) itinerant services for visually impaired pupils
- (c) speech language pathology services.
- (d) educational psychology services.

(4) Staffing units shall not be allocated under this section and section 10 except where the program of instruction and the arrangement for its administration are approved by the Minister.

(5) Teachers hired to fill staffing units allocated under section 4 and section 10 with respect to teachers for special needs students shall have such qualifications as may from time to time be approved by the Minister.

20. (1) This section shall be read with respect to the allocation of staffing units for Program Co-ordinators in Section 11.

(2) A school Board may appoint a Program Coordinator on a part time basis.

(3) Program Co-ordinators appointed by a School Board must have the following minimum qualifications;

- (a) five years of successful University study;
- (b) one year specialized training;
- (c) at least five years of successful educational service, or its equivalent as determined by the Minister.

(4) The Minister may, from time to time, determine the definition of specialized training for the purposes of paragraph (3)(b).

The School Boards (Allocation of Moneys) Regulations, 1975**2. In these regulations**

- (a) "instructional media consultant" means a person employed by a School Board to organize and supervise instructional media centres and to advise teachers in the maximum utilization of technological media;
- (b) "library materials" includes books, magazines, pictures, films, recording magnetic tapes, and other audio-visual materials;
- (c) "reading consultant" means a person employed by a School Board to supervise a reading program for either the educational district or one or more than one school system;
- (d) "school system" means a high school, together with one or more than one elementary school in which programs are offered for students progressing from Kindergarten to grade XI;
- (e) "special subject" means music, physical education, art, industrial arts, home economics, or guidance or any other subject approved by the Minister as a special subject; and
- (f) "specialist teacher" means a teacher who
 - (i) holds a teaching certificate issued pursuant to regulations made under The Schools Act,
 - (ii) has successfully completed at a recognized educational institution a program of studies in a special subject extending through a minimum of two semesters and approved by the Minister, and
 - (iii) is employed by a School Board to teach only a special subject or special subjects.

2. These Regulations are deemed to have come into force on the 1st day of April, 1990.

- (a) \$275.00 in respect of each pupil enrolled in a school under the jurisdiction of the School Boards;
 - (b) the difference between the number of pupils enrolled in the district for the current year and the average number of pupils in the district.
 - (c) \$8.00 in respect of each pupil enrolled in a school under the jurisdiction of the School Board; and an allocation under this paragraph shall be used for the purchase of general library material.
- 1X

1.A.2(8)

- (d) \$10.00 in respect of each pupil enrolled in a special class of instruction established under paragraph (a.1) of section 12 of *The Schools Act* and carried on in a school under the jurisdiction of the School Board; and an allocation under this paragraph shall be used for the purchase of special library materials for use in a special class.
- (f) Such sum to be determined by the Minister not exceeding \$1,500.00 in respect of each specialist teacher, each reading consultant, and each instruction media consultant, and each instructional media consultant employed by a School board, provided that if such teacher or consultant is so employed for less than one school year the sum shall be such sum as bears the same ratio to the sum so determined by the Minister as the period for which such teacher is so employed bears to one school year.
- (g) A special grant in the amount of 75% of the excess cost to school boards which cost of light and heat calculated on a square foot basis for a school year exceeds the average cost per square foot for all school boards in the Province.
- (h) A special grant equivalent to 5% of the per pupil grant allocated under paragraph (a) to a school board operating schools in Labrador in other than a community designated under the Native Peoples Agreement.

4.A.(1)(A) From moneys voted for the operation of public schools where special classes are established by School Boards for pupils who, in the opinion of the Minister, cannot benefit from normal classroom instruction, and such pupils are

- (a) hampered through hearing or sight impairment,
- (b) multi-handicapped,
- (c) emotionally disturbed, or
- (d) trainable mentally retarded

there may be allocated to such School Board each year in such installments and at such times as the Minister may determine for the operation of such special classes one hundred and fifty dollars (\$150.00) in respect of each pupil enrolled in such special classes.

- (B) From moneys voted for the operation of schools, where itinerant services are provided by a School Board for pupils whose hearing or sight is impaired and who, in the opinion of the Minister, cannot benefit properly from regular classroom instruction without such additional services, there may be allocated annually to the Board one hundred and fifty dollars (\$150.00) in respect of each pupil who is enrolled for regular classroom instruction and who is also provided with such additional instruction."

4D. From moneys reserved for the establishment of developmental centres for severely handicapped children, a proportionate share may be allocated to a School Board that, with the consent of the Minister, establishes such a centre.

(TRANSPORTATION OF PUPILS) REGULATIONS, 1979

- 3.(1) The Minister may allocate to a School Board each year in such instalments and at such times as he may determine.
- (d) upon the recommendation of the Supervisory, ninety percent of the cost to a School Board of the transportation to and from a school of a pupil who is certified by a legally qualified medical practitioner as being unable to use a public transportation system or the regular transportation facilities provided by the School Board because of a mental or physical disability

The Buildings Accessibility Act, 1981

2. In this Act

- (a) "apartment-type building" means any building intended for residential purposes in whole or in part that contains more than four residential units, and whether consisting in whole or in part of condominium units or rental units;
- (b) "Board" means the Advisory Board established by section 18;
- (c) "building" means
- (i) a public building, and
 - (ii) an apartment-type building;
- (d) "condominium" means a condominium within the meaning of The Condominium Act;
- (e) "Department" means the Department of Labour and Manpower;
- (f) "director" means the director appointed under section 8;
- (g) "inspector" means an inspector appointed under section 9 and includes the director;
- (h) "Minister" means the Minister of Labour and Manpower;
- (i) "owner" or "person who own" includes in relation to a building under construction, the contractor or person responsible for the construction of that building;
- (j) "physically disabled person" means persons who are subject to a physiological defect or deficiency, regardless of cause, nature or extent and whether they are ambulatory or confined to a wheel chair;

1.A.2(10)

- (k) "prescribed" means prescribed by the regulations; and
- (l) "public building" means a building to which the public is admitted but does not include apartment-type buildings or those buildings in a prescribed group, to be known as Group F building.

3. The purpose of this Act is to require

- (a) in the case of buildings, the entrances and facilities available to and accessible by members of the public for lawful purposes, to be available to and accessible by physically disabled persons; and
- (b) in the case of apartment-type buildings, the entrances and facilities, not including those in relation to individual residential units, available to and accessible by residents in the apartment-type building for lawful purposes, to be available to and accessible by residents who are physically disabled persons.

4. Nothing in this Act shall be constructed to apply this Act or to enable this Act to apply to private homes, foster homes, boarding houses, lodging houses except any lodging house or boarding house in which sleeping accommodation is provided for more than ten boarders or lodgers.

5. (1) This Act does not apply to buildings existing at the commencement of this Act except such buildings or class of buildings as the Lieutenant-Governor in Council may from time to time prescribe.

(2) Where on the commencement of this Act, a building conforms in any way to the requirements of this Act and the regulations, the director shall, if he is of the opinion that the person who owns that building is causing it to cease to conform with that requirement, direct that person to provide, within such reasonable period as he may specify and in a manner satisfactory to him, the access or facilities in respect of which the building previously conformed to a requirement of this Act and the regulations.

Facilities for Physically Disabled Persons

6. (1) No person shall build, construct or own a building unless that building complies with the requirements of this Act and the regulations.

(2) No person shall issue a permit, licence or other authorization for the construction of a building unless the design of that building has been registered with the Department.

7. (1) No person shall carry out any reconstruction of or addition to a building unless provision is made to have the building comply thereafter with the requirements of this Act and the regulations.

(2) No person shall issue a permit, licence or other authorization for the reconstruction of or addition to a building unless the design of the reconstruction of or addition to that building is registered with the Department.

Administration

8. (1) The Minister may appoint an officer of the Department to be a director for the purposes of this Act.
(2) The Minister may appoint a person to be acting director in the place of the director in the case of illness or absence of the director or of a vacancy in the office.
9. (1) The Minister may, in the manner authorized by law, appoint such persons as officers and inspectors as may be necessary for the purpose of this Act and the regulations.
(2) No person may be an officer or inspector if he has any financial interest in the manufacture, sale, installation or maintenance of machinery, equipment, building material, or any other item used to provide compliance with the requirements of this Act and the regulations.
10. (1) The director, for the purpose of carrying out his duties under this Act and the regulations, shall require the submission of the prescribed drawings and specifications of a building or part thereof, and may require from the person who owns or operates a building any further information in relation to that building.
(2) The director, for the purpose of carrying out his duties under this Act and the regulations, may require an inspection of any building or part thereof either at any stage during or upon completion of construction of the building or part thereof.
(3) The director, for the purpose of carrying out his duties under this Act and the regulations, may require an inspection of any reconstruction of or addition to any building or part thereof either at any stage during or upon completion of the reconstruction of or addition to the building or part thereof.
11. The director may authorize one or more officers or inspectors to exercise or perform any of his powers or duties upon such conditions or in such circumstances as he may prescribe.
12. (1) An inspector may, for the purposes of this Act and the regulations, and at all reasonable times, on production of proof of his appointment as inspector enter any building or property for the purpose of inspection or investigation to ensure compliance with this Act and the regulations.

1.A.2(12)

- (2) An inspector may by notice in writing, countersigned by the director, require the attendance before the director of any person at the noted time and place and examine that person under oath in relation to any inspection or investigation carried out under this Act and the regulations.
13. It is the duty of an inspector who makes an inspection under this Act and the regulations to satisfy himself by reasonable examination that the requirements of this Act and the regulations have been complied with.
14. (1) Where an inspector is not satisfied with the design, construction or installation of items being surveyed, inspected or investigated under this Act, he shall
- (a) order in writing the changes to be made to the building or part thereof so that there will be compliance with this Act and the regulations; and
 - (b) report any such failure to meet the requirements of this Act and the regulations to the director.
- (2) Where an inspector issues an order under this section the person to whom the order is issued shall comply with the order within the time specified in the order.
- (3) Where an inspector has issued an order under this section no person shall occupy that building until the person who owns the building has
- (a) complied with the order of the inspector; and
 - (b) notified the inspector that the order has been complied with.
15. A person who owns a building shall notify the director of the construction, reconstruction of or addition to any building before and immediately after that construction, reconstruction or addition.
16. A person who owns a building shall pay any fees, expenses, charges or levies made in accordance with this Act and the regulations.
17. (1) Where a person is aggrieved by a notice, decision, direction or order of an inspector under this Act or the regulations, that person may appeal to the director in writing, within seven days of that notice, decision, direction or order.
18. (1) There is hereby established a Buildings Accessibility Advisory Board to be appointed by the Lieutenant-Governor in Council, consisting of the following members, namely, a chairman, representatives of physically disabled persons, one representative of the Department, other than the director, and such other members as the Lieutenant-Governor in Council may appoint.
- (2) The members of the Board shall be appointed for a period of two years from the date of appointment and are eligible for re-appointment.

- (3) All members of the Board, other than the members of the public service, may be paid for services such remuneration, if any, as the Lieutenant-Governor in Council fixes and all members of the Board are entitled to be paid for travelling and other expenses necessarily incurred in connection with the business of the Board.
19. The Board shall report to and advise the Minister on the application of this Act and the regulations, and on any other matter in relation to this Act and the regulations as may be assigned to the Board by the Minister.
20.
 - (1) Any notice, decision, director or order confirmed or varied by the director under section 17 may be appealed to the Board within thirty days thereof.
 - (2) Where the Board receives a notice of appeal under subsection (1), it shall hear the appeal.
 - (3) Where an appeal is to be heard, the Board shall fix a time for the hearing which shall not be later than one month after its receipt of the appeal thereof.
 - (4) The Board may, by notice in writing, require the attendance of any person before it at the time and place named in the notice and examine that person under oath regarding any matter which is the subject of an appeal.
 - (5) The Board may, after it has heard the appeal, confirm, revoke or vary the action taken by the director.
 - (6) The decision of the Board shall be reviewable by the District Court of Newfoundland.
21. An appeal under section 17 or 20 shall not affect the notice, decision, director or order appealed against and that notice, decision, director or order shall remain in force pending the outcome of the appeal.
22. The Lieutenant-Governor in Council may make regulations for the carrying out of the purposes and provisions of this Act and, without limiting the generality of the foregoing, may make regulations
 - (a) exempting certain buildings from the provisions of this Act either generally or in particular respects;
 - (b) prescribing different classifications of buildings in relations to the description of occupancy therein;
 - (c) prescribing what will constitute reconstruction of or addition to a building for the purposes of this Act;

1.A.2(14)

- (d) fixing standards for the design and construction of machinery, equipment or facilities required for compliance with the requirements of this Act and the regulations;
- (e) prescribing the machinery, equipment or facilities required for compliance with the requirements of this Act and the regulations;
- (f) prescribing the symbols to be used to designate any access to entrances to or facilities in buildings for the convenience of physically disabled persons;
- (g) prescribing the drawings and specifications that shall accompany an application for registration of a design of a building;
- (h) prescribing the areas within the building or premises in which the symbols are to be located in order to designate the access to facilities in relation to a building for the convenience of physically disabled persons;
- (i) prescribing the agencies who will be considered as acceptable to conduct inspections required by this Act on behalf of the Department;
- (j) prescribing the manner in which inspections are to be carried out on buildings prior to occupancy;
- (k) respecting the procedure to be followed in the hearing of appeals under this Act; and
- (l) prescribing for such matters as are required to be prescribed by the regulations.

(2) Regulations may be in relation to buildings generally or in relation to particular prescribed classifications of buildings.

23. Without limiting the generality of section 22, the Lieutenant-Governor in Council may make regulations prescribing the following:

- (a) the fee to be paid by the owner for the survey for registration of the design of a building;
- (b) the fee to be paid by the owner on the inspection of a building;
- (c) the payment by the owner, in addition to the inspection fee, of the expenses incurred and a per diem fee, or any part thereof, for any special inspection, investigation, or services rendered by an inspector under this Act or the regulations; and

- (d) the exemptions or refunds, wholly or in part, of fees paid under this Act or the regulations and prescribing the conditions under which and the manner in which exemptions or refunds may be made.
- 24.
 - (1) For the purpose of carrying out this Act and the regulations, the director may, adopt by reference any code or standard fixed by the National Research Council of Canada, the Canadian Standards Association, or any other recognized association or standards-writing organization as they relate to the accessibility to a building with respect to design, construction, installation, and inspection.
 - (2) Codes or standards adopted pursuant to subsection (1) may be adopted with or without modification and may include such amendments as are described by the director.
- 25.
 - (1) Every person is guilty of an offence who
 - (a) contravenes or fails to comply with a provision of this Act or the regulations, or any order issued thereby;
 - (b) hinders or obstructs an inspector, in the performance of his duties under this Act or the regulations;
 - (c) wilfully makes a false or misleading statement in supplying information required by the Minister, director or inspector under this Act or the regulations; or
 - (d) refuses to give such information to the Minister, director or inspector as required for the purposes of this Act or the regulations.
 - (2) A natural person who is guilty of an offence is liable on summary conviction to a fine of not less than one hundred dollars and not more than one thousand dollars.
 - (3) A body corporate who is guilty of an offence is liable on summary conviction to a fine of not less than two hundred dollars and not more than five thousand dollars.
 - (4) A natural person or body corporate who is guilty of an offence is liable on summary conviction to a fine, in addition to a fine imposed under subsection (2) or (3), of not less than one hundred dollars and not greater than one thousand dollars a day for every day during which the offence continues.
- 26. This Act is binding on Her Majesty.
- 27. The Buildings Accessibility Act is repealed.
- 28. This Act comes into force on a day to be proclaimed by the Lieutenant-Governor in Council.

APPENDIX 1.A.7

REGISTER OF SPECIAL EDUCATION PERSONNEL

REGISTER OF SPECIAL EDUCATION PERSONNEL

NAME:

SCHOOL:

SCHOOL BOARD:

TEACHING CERTIFICATE:

YEARS OF TEACHING:

EXPERIENCE:

YEARS IN SPECIAL EDUCATION:

POSITION - check one:

Teacher - Regular Special Education _____

Teacher - Challenging Needs - Criteria C _____

Teacher - Challenging Needs - Criteria D _____

Educational Therapist - Behaviorally Disturbed _____

Itinerant Teacher - Visually Impaired _____

Itinerant Teacher - Hearing Impaired _____

School Counsellor _____

Speech-Language Pathologist _____

Educational Psychologist _____

ACADEMIC QUALIFICATIONS

Check as appropriate:

1. Bachelor of Education Degree: Primary/Elementary _____ Secondary _____

2. Bachelor of Special Education Degree: Completed _____ In Progress _____

3. Masters Degree: Completed _____ In Progress _____

(Specify field of Study) _____

4. Doctoral Degree: Completed _____ In Progress _____

(Specify field of Study) _____

5. Other:
(Specify) _____

APPENDIX 1.B.1

ELIGIBILITY CRITERIA

ELIGIBILITY CRITERIA

As per The Schools Act, Teacher Staffing Regulation 10.1, a student is deemed eligible if documentation demonstrates that she/he meets either eligibility criteria C or D.

CHALLENGING NEEDS - CRITERIA C

A student is deemed eligible for services if four of the 5 statements apply:

1. Developmental sequences are not evidenced at the pace expected within universal norms in four or more of the following areas:
 - Self-help
 - Communication to/from
 - Gross and/or fine motor
 - Social/emotional;adaptive
 - Cognition (ability to attend, concentrate, predict/understand cause-effect relationships, problem solve, generalize)
2. New school routines require individualized supervision.
3. He/she learns at a much slower rate requiring an alternate curriculum.
4. Knowledge of and ability to utilize learning-how-to-learn skills is minimal (questioning, confirming, predicting, clarifying, summarizing).
5. There is a severe impairment of verbal and non-verbal interaction characterized/dominated by repetitive and stereotyped actions and routines.

DOCUMENTATION RE - EACH OF THE DESCRIPTIVE STATEMENTS MUST BE PROVIDED. THE STUDENT'S AGE, HOME COMMUNITY, A LIST OF HIS/HER STRENGTHS AND NEEDS, AND HIS/HER IPP OR PROJECTED GOALS SHOULD BE INCLUDED. DELINEATE WHO WILL ACTUALLY DELIVER EACH ASPECT OF THE STUDENT'S PROGRAM, AND THE DESIGNATED TEACHING ENVIRONMENT.

IF THE STUDENT'S PROGRAM WILL BE DELIVERED IN OTHER THAN HIS/HER HOME COMMUNITY PLEASE EXPLAIN THE RATIONALE AND OUTLINE ANY INCREASED DEMANDS FOR TRANSPORTATION.

1.B.1(2)

ELIGIBILITY CRITERIA

As per The Schools Act, Teacher Staffing Regulation 10.1, a student is deemed eligible if documentation demonstrates that she/he meets either eligibility criteria c or d.

CHALLENGING NEEDS - CRITERIA D

A student is deemed eligible for services if all statements apply (Note: a sensory deficit cannot be the primary impairment):

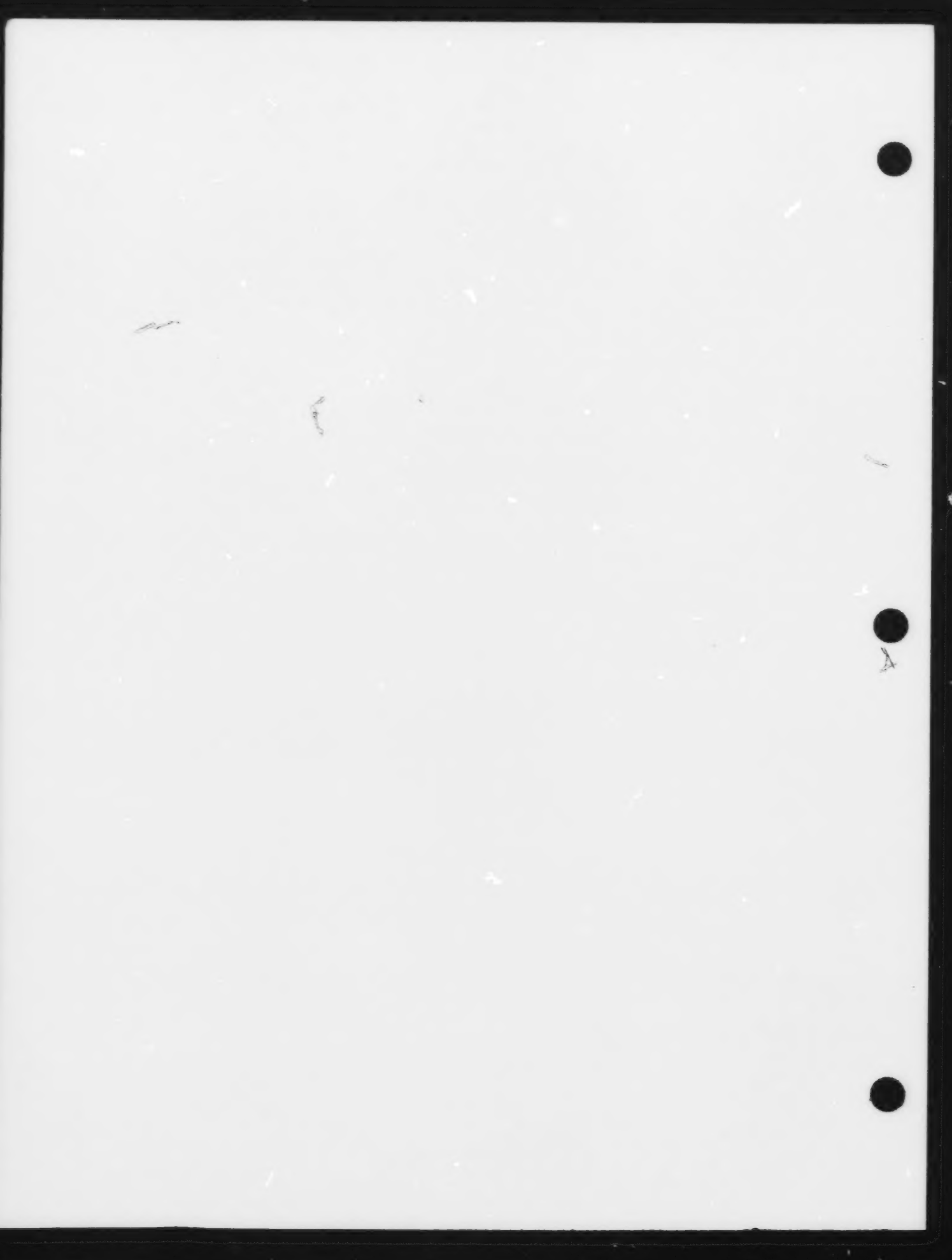
1. Developmental sequences in 4 of the 5 areas of:
 - Self-help
 - Communication (verbal/written)
 - Gross Motor
 - Fine Motor
 - Cognition
- a) are not and/or will not be evidenced at the pace expected within universal norms, due to a diagnosed physical disability, or b) regression in levels of development attained is evidenced and documentation from a physician confirms that regression in the above areas will continue.
2. The physical disability mandates that specialized personalized equipment is necessary in order to access appropriate educational experiences eg. wheelchair; brace; positioning devices.
3. The physical disability and/or the accompanying perceptual processing difficulties mandate that the curriculum must be modified/retaught or augmented.
4. Augmentative communication systems must be taught, monitored and modified. (Note: These systems may include tape recorders, personalized computers, bliss symbolics).

DOCUMENTATION RE - EACH OF THE DESCRIPTIVE STATEMENTS MUST BE PROVIDED. THE STUDENT'S AGE, HOME COMMUNITY, A LIST OF HIS/HER STRENGTHS AND NEEDS, AND HIS/HER IPP OR PROJECTED GOALS SHOULD BE INCLUDED. DELINEATE WHO WILL ACTUALLY DELIVER EACH ASPECT OF THE STUDENT'S PROGRAM, AND THE DESIGNATED TEACHING ENVIRONMENT.

IF THE STUDENT'S PROGRAM WILL BE DELIVERED IN OTHER THAN HIS/HER HOME COMMUNITY PLEASE EXPLAIN THE RATIONALE AND OUTLINE ANY INCREASED DEMANDS FOR TRANSPORTATION.

APPENDIX 1.B.2

APPLICATION FOR SPECIAL TRANSPORTATION



1.B.2(1)

**SPECIAL TRANSPORTATION
(HANDICAPPED TRANSPORTATION)**

GOVERNMENT GUIDELINES 1991

**DEPARTMENT OF EDUCATION
(TRANSPORTATION DIVISION)**



1.B.2(2)

The following form is one component of an application package. The full package is available from the School Board Office or from the Transportation Division, Department of Education

DEPARTMENT OF EDUCATION

Application for Transportation:
Students with Special Needs

TO BE COMPLETED BY THE SCHOOL AS PART OF THE
PROGRAM PLANNING PROCESS AND FORWARDED TO THE
SPECIAL SERVICES COORDINATOR

Student's Name: _____

Date of Birth: _____

Parent/Guardian Name(s): _____

Residential Address: _____

Community of School: _____ Name of School: _____

Distance between addresses above: _____

Is there a student assistant(s) in the school? Yes _____ No _____

Will a student assistant accompany this student while in transit? Yes _____ No _____

Will the pick-up or drop-off points ever vary from the addresses given above? Yes _____ No _____

If yes, explain:

NOTE:

If these arrangements do not create any financial or time changes to the existing transportation routes all efforts should be made to accommodate the request. If changes are necessary please ask parents/guardians to make alternate arrangements.

1.B.2(4)

(2/6)

1. Nature of Disability: _____
2. Adaptive Equipment required to accompany the student:
Daily _____
Weekly _____

Method of transportation and TENDER recommendations (e.g. seating, straps, lifts, position, storage requirements for the individual's adaptive equipment)

3. **REMINDER:**
 1. Please ask parent/guardian to sign a consent for release of information if one has not already been completed.
 2. Please ask parent/guardian to provide the completed Medical Certificate with a copy of Consent to the Principal.

4. Explain rationale for requesting special transportation.

5. With guidance/education and/or necessary personal equipment could this student walk to or ride a regular bus to school? Yes ____ No ____

If no, explain _____

6. Number of trips per day _____

TRIP refers to one way only.

e.g. home to school = 1 trip

school to home = 1 trip

7. If the number of trips exceeds two (2) per day explain reason. _____

Note: This can only be granted if circumstances are deemed life threatening for the student.

8. If this student's times for arrival and/or departure varies from the remainder of the school, provide rationale: _____

9. Presently, could any buses or taxis, which meet the standards recommended, pass this student's place of residence?

Yes____ No____

If yes, is there room on the bus/taxi to transport the student?

Yes____ No____

If yes, are there financial or other reasons (e.g. time) why the student should not use existing services?

Yes____ No____

If you have answered yes to either of the three statements, please comment below:

1.B.2(6)

(4/6)

10. Estimated length of time between pick-up and drop-off:

15 minutes or less _____

15-30 minutes _____

30-45 minutes _____

45-60 minutes _____

60-90 minutes _____

11. Program Planning Team Members:

Signature

Signature

Signature

Principal

Signature of Principal

Please send form to Special Education Coordinator.

APPENDIX 2.A.5

SAMPLE POLICIES RELATING TO MEDICATION, SUPERVISION ETC.

DRAFT

**Avalon Consolidated
School Board**

DRAFT**Avalon Consolidated School Board****Policy on Administering
Prescribed Medicines or Medications
to Pupils in School**

The practice of administering drugs, medicines or medications to pupils in school is fraught with many inherent dangers. Nevertheless, the Board recognizes the fact that, in extreme or exceptional situations, this responsibility must be accepted. Because of such dangers and legal implications, schools should be expected to administer only those prescribed by a medical doctor, any only if it is essential for the pupil to have the medication administered within the regular school hours.

If and when a school is required to provide this service, the following conditions should be strictly adhered to:

1. Parental Responsibility

- (a) The prescribed medicine or medication should be brought to the school by the parent, legal guardian or designated representative, together with a written request to have the medicine or medication administered. The medicine or medication should be in the original container and properly labelled.
- (b) The school should insist that the container in which the medicine is kept has a label attached showing the name of the doctor prescribing it, the name of the child for whom it is prescribed, the date prescribed, the dosage and the specific times for administering it. Where the doctor or the pharmacist provides additional information regarding storing, side effects, etc. of the drug, such information should be provided to the school.

2. School Responsibility

(a) Storage

The medicine or medication must be kept in a safe and secure place that is accessible only to the principal and the person or persons administering it. The child's name should be clearly visible on each appropriate container.

(b) Administration

The medicine or medication should be administered to each pupil by the same person, as far as possible. However, a second person who is familiar with the procedures must be available.

DRAFT

(b) Administration (cont'd)

A detailed record of all administrations should be kept. This will contain the child's name, the kind of medicine or medication, the amount, specific time that each dosage is administered, and the signature of the person administering it.

There should be a separate file on each child containing all pertinent information regarding the medicine or medication, record of dosages and problems or difficulties encountered, etc.

(c) Disposal of Outdated Medicines or Medications

Care should be taken to ensure that the time period for which the medicine or medication is prescribed does not expire, and that parents are notified in sufficient time to provide a new supply.

Stale or outdated medicine or medication should be returned to the parents as soon as it is no longer being used.

(d) Wherever possible the school nurse should be involved in supervising the administering and storing of the medicine or medication.

3. Liability

The Avalon Consolidated School Board, and its employees (Superintendent, principals, teachers, counsellors, teacher aides, secretaries or any other classified person employed by the Board) shall have immunity from civil liability from damages or injuries resulting from the administering of medicine or medication to a student.

Nothing herein shall be construed to grant immunity from a civil liability for injuries resulting from gross negligency.

ACKNOWLEDGEMENT

I/we, the undersigned parent(s) of _____, a pupil at
_____ School at _____,

Newfoundland, hereby acknowledge that I/we have authorized the professional personnel of the above-named school to administer medication more particularly described in the said authorization to my child.

I/we further acknowledge that I/we am/are aware that the professional staff of
_____ School are not medically trained and have not been provided with specific instructions and/or training in respect of the administration of medication or in the nature or medical effects of the medication being administered to my child or any other children at _____ School.

I/we further acknowledge that the standard of care which I/we would expect of the teaching and/or administrative personnel of _____ School shall be that of the ordinary layman bearing in mind the absence of trained medical personnel at the said school.

2.A.5(5)

**Dartmouth District
School Board**

**Policy for
the Administration of Medications to Students
in Dartmouth**

It is the policy of the Dartmouth District School Board that educators, aides, volunteers or other school staff should not be involved with the administering of medication. Rather, it is the responsibility of parents to make arrangements that will eliminate the need for school personnel being so involved.

In exception to the above if, in the opinion of a practising physician, a particular student requires medication during the school day in order to remain in attendance the following procedures and policies must be used:

A. POLICY FOR MEDICATION ON PRESCRIPTION

1. A request by a parent or guardian for administration of medication which is to be taken orally or by inhalation must be supported by a statement from the student's doctor indicating that the prescribed medication is of a type which can be safely administered by non-medical personnel (Form A).
2. The parent or guardian shall be required to execute a consent and release agreement as detailed in the attached Student Medication Form (Form A). All instructions and arrangements pertinent to the administration of the medication must be clearly defined by the prescribing physician, (Form A), i.e.,
 - a) medication prescribed
 - b) amount and frequency of dosage
 - c) duration of treatment
 - d) special handling or storage required
 - e) possible side effects
3. A renewal of the Medical Certificate must be received at least twice a year. No more than one week's dosage is to be in the school at any time. The medication must be brought from the home by the parents or guardian.

Students are not to carry medication. The medication must be brought to the school or to the school bus driver by the parents or guardian.

4. The school must provide a cabinet with an appropriate lock or some other means of keeping the medication securely. Left over medication should be picked up by the parents or discarded with parental permission.

2.A.5(7)

5. It would be wise for the school principal and or appropriate supervisor to involve the Public Health Nurse. The best procedure would be to have the nurse or other medical personnel administer the medication, but this is not always possible since it depends on the availability of medical personnel. The school office shall maintain a record of all medicines and dosages prescribed for school administration (Form B).

Staff must maintain a daily record of the drugs administered. Form C shall be completed each day and retained in the classroom. Form A should be filed in the students cumulative record card.

6. It is the responsibility of the parent (guardian) to have someone available all times as a contact person in case of an emergency.
7. Any Board employee may refuse, without prejudice, the request to administer medication, unless specifically noted in his/her job description.

B. POLICY FOR THE ADMINISTRATION OF NON-PRESCRIPTION MEDICATION TO STUDENTS IN DARTMOUTH SCHOOLS

For commonly used over-the-counter drugs to students in the Dartmouth School System:

1. School personnel shall not administer any over-the-counter drugs. These include antihistamines, ASA, and vitamins. These drugs can cause severe sensitivity reactions or allergic reactions in susceptible individuals.
2. The Public Health nurse is not authorized legally to prescribe any medication, including the "over-the-counter drugs". The Public Health nurse may administer only under a physician's order.

C. POLICY FOR MEDICAL EMERGENCIES

In the eyes of the law, all Dartmouth District School Board personnel shall execute all knowledge and skills needed, to the best of their ability, to help a student in an emergency situation. In addition to direct response by staff to the child in an emergency situation, the following steps should be taken. (Staff will decide which is done first.)

- a) Notify the child's parent/guardian of his condition
- b) If necessary, arrange for emergency intervention by medical personnel. This may include transportation to hospital by ambulance.

D. RESPONSIBILITY FOR OTHER MEDICAL INTERVENTION

1. In the opinion of the Dartmouth District School Board, the Public Health nurse should be responsible for assessing students' nursing needs, and provide such services as:
 - a) injection of medication
 - b) catheterization
 - c) manual expression of the bladder
 - d) suctioning and tube feeding
 - e) any such services that require medical expertise and training
2. In addition, we believe that Public Health staff should provide in-servicing of school staff in order to deal with the physical care and needs of physically handicapped students in the Dartmouth school system.

In our opinion the following skills need to be in-serviced:

- | | |
|-----------------------------|--|
| a) lifting and positioning | e) general maintenance exercise |
| b) assistance with mobility | f) appropriate training of auxiliary staff |
| c) feeding | g) others |
| d) toileting | |

These services may be provided following appropriate training of personnel who work with students.

2.A.5(9)

FORM A

ADMINISTRATION OF MEDICATIONS IN DARTMOUTH SCHOOLS

A. TO BE COMPLETED BY PARENT/GUARDIAN

Name of Student: _____

Address: _____

Contact in case of Emergency _____ Phone _____

School _____ Grade _____

I hereby request, authorize and empower the Dartmouth District School board to administer medication as described herein or treatment as described herein to my child named above. I release any staff member and the Dartmouth District School Board from any legal liability that may result from the administration of such medication or the giving of such treatment. I also agree to indemnify the Dartmouth District School Board against claims at any time made arising out of the administration of medication or treatment described herein by my child or by MSI. I also understand that no more than one weeks dosage is to be in the school at any time.

Signature of Parent/Guardian

Date

B. TO BE COMPLETED BY PHYSICIAN

Medical condition requiring treatment during school hours _____

TYPE OF IN-SCHOOL INTERVENTION NECESSARY

1. Medication:

Medication Prescribed	Dose	Frequency	Time of Administration	Method of Administration

2. Maxi Mist:

Treatment	Dose	Duration	Time

3. Other (be specific) _____

CONSIDERATIONS

(a) Possible side effects of medication(s)/treatment and remedial action for side effects

(b) Type of storage required for medication _____

(c) Will it be detrimental to the child's health if a single dose/treatment is omitted
Yes _____ No _____

*please delete inappropriate words:

Persons administering the medication/treatment as described above "do not need/do need" to have had medical training.

4. The student named above must have this medication administered during school hours in order to be able to attend school.

5. If a student is able to administer his/her own medication please give details

Signature of attending physician _____

Telephone No. _____

For school use only
Date received: _____
Action taken: _____
Personnel involved: _____

DARTMOUTH DISTRICT SCHOOL BOARD

SCHOOL: _____

SCHOOL MEDICATION RECORD
(to be filed in school office)

[illegible]

**DARTMOUTH DISTRICT SCHOOL BOARD
STUDENTS' DAILY RECORD OF MEDICATION
(To be Retained in the Classroom)**

Name of Student _____

Name of Parent/Guardian _____

Home Address _____

Home Telephone _____ Business Telephone _____

Name of Prescribing Physician _____

Physician's Address & Telephone _____

[illegible]

APPENDIX 2.C.2

**APPLICATION FORM FOR
ASSOCIATION OF CANADIAN EDUCATORS
OF HEARING IMPAIRED**

APPLICATION FOR A.C.E.H.I. CERTIFICATIONDate: _____
Year Month Day1. Name _____
Surname Given Names2. Present Address _____ Telephone _____
Apt. # Street_____
City Province Postal Code _____Permanent Address _____ Telephone _____
Apt. # Street_____
Postal Code _____

3. A. ____ I have successfully completed a program in the education of the hearing impaired, which meets the standards set up by A.C.E.H.I. and have completed two years of successful teaching in a program for hearing impaired children under the supervision of a certified educator of the hearing impaired.

OR

- B. ____ I hold a permanent teaching certificate from a provincial authority and have a minimum of five (5) years satisfactory experience teaching prior to September 1978 in a program for the hearing impaired.

(Please check A or B)

4. Qualifications
Universities/Colleges Degree/Diplomas Years attended_____

5. Teaching Certification

Type of Certificate Held: _____ Issuing Authority: _____

Date Certificate Issued: _____ Valid Until: _____

2.C.2(2)

6. Teaching Experience

Name of District and Province	Name of School	Type of Program	Name of Supervisor and Certification Held	Period of Service
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Total Experience to beginning of this School Year _____

7. If applying under A applications should be accompanied by:

- a) transcript(s) from a training program.
- b) letter from the Director, Principal or Supervisor of a recognized program of the hearing impaired attesting to two (2) years of successful teaching experience with hearing impaired children.

If applying under B please sent:

- a) original or copy of a permanent Provincial Teacher's Certificate.
- b) letter from the Director, Principal or Supervisor of a recognized program of the hearing impaired attesting to five (5) years of successful teaching experience with hearing impaired prior to September 1st., 1978.

8. Attached please find a cheque for:

_____ A.C.E.H.I. members \$10.00. Membership Expiry Date _____
_____ non members \$30.00

(Cheques payable to: A.C.E.H.I. Certification Committee)

Applicant's Signature

Please mail to:

Mr. H. Minto, Chairman
A.C.E.H.I. Certification Committee
4125 W. 8th Avenue
Vancouver, B.C.
V6R 1Z7

APPENDIX 2.C.3

STAFFING INFORMATION FORM



Teacher Staffing Regulations Sections 4, 10 and 19 Allocations for Special Needs

Staffing Information

NAME OF SCHOOL BOARD: _____

Please complete the form below with respect to vacant positions and positions affected by redundancy/transfer. If you have any questions when completing this form, please call 729-3023.

	1. Total # of Vacancies	2. # Filled by Qualified Personnel	3. # Filled by Personnel not Meeting Stated Qualifications		4. # Still vacant	5. Reasons for hiring personnel in column #3
			Approved by Division (see Policy 2C3 procedures)	Not Approved by Division		
A. Vacant Positions						
Special Education Teachers						
Challenging Needs Teachers (SMH, SPD)						
Educational Therapists						
Educational Psychologists						
Itinerant Teachers (VI)						
Itinerant Teachers (HI)						
Speech-Language Pathologists						

	# of Positions Affected by Redundancy/Transfer	# of Positions where Qualified Personnel were replaced by personnel not meeting stated qualifications	Reason for Replacement of Qualified Person (e.g. Article 9.04 subject to overall capability)
B. Changes Due to Redundancy/Transfer			
Special Education Teachers			
Challenging Needs Teachers (SMH, SPD)			
Educational Therapists			
Educational Psychologists			
Itinerant Teachers (VI)			
Itinerant Teachers (HI)			
Speech-Language Pathologists			

Does the School Board have a policy on redundancy with respect to positions allocated under the above regulations?
If yes, would you please forward a copy.

☐ Yes ☐ No

If no, does the School Board intend to develop a policy in this area?

☐ Yes ☐ No

Does the School Board apply the principle of currently modern standards to special allocations?
If no, please provide a rationale.

☐ Yes ☐ No

COMMENTS:

District Superintendent

Date

APPENDIX 2.C.4

**SAMPLE ROLE DESCRIPTIONS
OF SPECIAL EDUCATION/RESOURCE TEACHER**

2.C.4(1)

**Conception Bay South
Integrated School Board**

Conception Bay South Integrated School Board Policy Manual

Suggested Roles for Program Planning Team Core Members

6.

(a) Principal (Vice-Principal)

- acts as chairperson;
- is responsible for ensuring that appropriate resource personnel form part of the team;
- clarifies the specific responsibilities of team members;
- is responsible to ensure the full implementation of the program plan;
- is responsible for convening all meetings of the team;
- ensures that parents are aware of the components of the I.P.P. and that they sign all necessary referral/consent forms.

(b) The Classroom Teacher

- be aware of the sequential steps outlined for identifying and meeting the needs of exceptional students;
- collects and presents data relating to students' needs within the regular classroom setting through observation, and formal and information assessment;
- makes referral to the Principal;
- informs parents re concerns and implements preliminary modifies strategies;
- initiates collection of assessment data;
- attends program planning team meetings;
- assists in the development of the program plan in those areas where it is deemed appropriate;
- implements program plan in designated areas of responsibility;
- monitors student progress.

(c) The Special Education Resource Teacher

- fulfills responsibilities listed for the classroom teacher above;
- co-ordinates team decisions and recommendations into a cohesive program plan;
- acts as a liaison between members of the program planning team;
- is responsible for maintaining the student's programming file and contacting parents and outside agencies to set up the program planning meetings;
- keeps the minutes of program planning meetings;
- ensures follow-up and implementation of the program plan;
- acts as a primary resource in the modification of approaches to teaching.

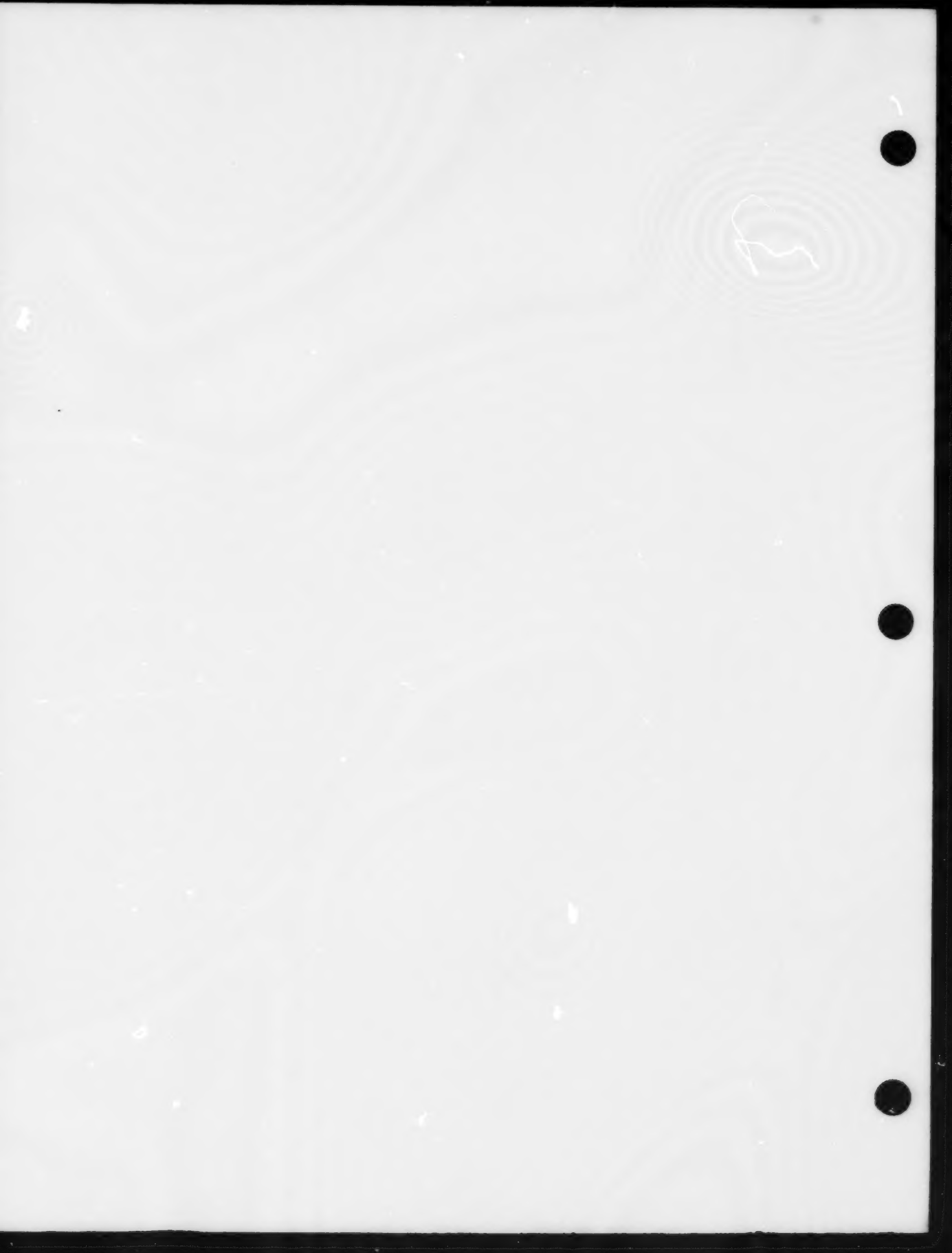
2.C.4(3)

(d) **Parents/Guardians**

- provide relevant background information;
- share in the decision making process and the development and identification of the program plan;
- attend meetings concerning major changes in program plans;
- give signed consent/acknowledgement, as required.

2.C.4(4)

**Avalon North
Integrated School Board**



Avalon North Integrated School Board**INSTRUCTIONAL RESOURCE TEACHER**

The instructional Resource Teacher can be involved in any and all stages of program development for exceptional children. However, the role may differ as the needs evolve.

Pre-Referral Stages

This refers to the screening, identification, and modification stages detected mainly by the classroom teacher. The Instructional Resource Teacher can be involved in the classroom in helping the teacher to determine a need and to design different ways to help the student learn. (DRAFT GUIDELINES ON THE ROLE AND RESPONSIBILITIES OF THE INSTRUCTIONAL RESOURCE TEACHER). Such support may require a 3-4 week period or longer depending on the situation. In addition, the Instructional Resource Teacher may help the classroom teacher formulate the need for various types of formal and informal assessment and may, if trained/certified, administer some of the assessments on a one to one or small group basis. Assessment may include:

- a) Student observation in class-record kept.
- b) Teacher's perception/report on the concern.
- c) Background information - medical, academic, etc.
- d) Professional Consultation - counsellor, psychologist, medical, social.
- e) Formal assessment - Informal Reading Inventories, Math diagnostic inventories, etc.

At this stage, the Instructional Resource Teacher is acting as a support/consultant to the classroom teacher in helping to determine the extent of a concern and develop ways to help the student learn. Although documentation is very important, an IPP is not required at this point and if strategies and modifications are successful, a referral does not have to be made. The Instructional Resource Teacher may monitor the situation or drop the student(s) from the caseload once the pre-referral stages are successful.

Parents are involved at all stages in pre-referral. The parents should be informed if the Instructional Resource Teacher will be involved in helping and he/she may attend any meeting(s) with the parents. The Instructional Resource Teacher's schedule should have enough flexibility to accommodate the requests of classroom teachers seeking their support at this point in the process. It is recommended that the Instructional Resource Teacher keep a log of dates and schedule times when he/she can work with the classroom teacher and inform the classroom teacher of such a schedule.

2.C.4(6)

Resource Room Management

The physical arrangement of the Resource Room should be organized, contain student work, and have a learning atmosphere. Posters/charts should be displayed. Students should have access to resource and reference materials. Storage areas for student folders should be assigned and work areas organized. Materials such as calculators, papers, games, texts should be sorted, stored and displayed.

Classroom teachers and all students should be invited into the resource room regularly. Meetings could be scheduled in the resource room.

Early Identification

The screening/identification of student's learning abilities and needs should begin prior to school entry. Parents/guardians, agencies and professionals should be involved as early as possible in determining the special needs of students. Kindergarten registration forms should show any childhood development needs in order to plan or recommend appropriate intervention strategies.

The Instructional Resource Teacher should become cooperatively involved in pre-school screening and gathering information which could serve as a basis for further support needs. Both the kindergarten teacher and the Instructional Resource teacher should work together on providing a comprehensive view of students learning capabilities - strengths and needs. With an emphasis on early intervention, the Instructional Resource Teacher role involves a request for assistance in planning.

It should be noted that unless there is a documented developmental lag requiring individualized attention, I.P.P.'s at the kindergarten level are a rarity because of the developmental nature of the child. It is suggested that the kindergarten teacher provide the Grade 1 teacher with full documentation on any student that needs particular attention - growth rates, deprivations, successes, environmental needs, etc.

Referral

If adjustments to curriculum and different teaching methods are unsuccessful, then the classroom teacher makes a referral to the principal by completing SECTION A of the referral form. At this point the principal can consult with the teacher regarding the nature of the referral (further assessment needs, continue strategies, etc.,) or the principal can immediately establish a program planning team.

The referral procedure is a document written by the teacher as evidence that a particular student needs additional assistance that cannot be fully implemented under present circumstances within the classroom. The classroom teacher has a right and an obligation, after his/her own attempts, to seek help on behalf of the student from other professionals. Through the Individualized Program Plan, the teacher is seeking the most enhancing environment(s) for student learning through a documented process.

The extent of the Instructional Resource Teacher's involvement in pre-referral stages may necessitate his/her input in the referral process.

Flex Time/Scheduling

This is not synonymous with free time. Timetable flexibility allows the Instructional Resource Teacher the opportunity to:

- 1) Meet classroom teachers requests for observation, assessment, individual student contact, and diagnostic purposes.
- 2) Gather and appraise resource material and plan programs.
- 3) Compile background information for documentation.
- 4) Prepare for I.P.P. meetings.
- 5) Consult with teachers, other professionals and parents on learning style, achievements, problems and test data.
- 6) Respond to a variety of student needs in different classroom settings.
- 7) Adjust scheduling for pull-out and in-class help as the need arises.

The role of the resource teacher is multifaceted and the timetable must allow for a variety of direct and indirect services to be performed. The Instructional Resource Teachers must be able to identify priority areas and use their time effectively.

The timetable must allow for direct teaching services to students, for the development and implementation of progress in a variety of curriculum areas, and for support and coordination of instructional programs in regular class.

2.C.4(8)

One of the most difficult tasks for the Instructional Resource Teacher is scheduling. Some factors for consideration to effectively use time are:

1) Grouping

Some students need to be seen on a one-to-one basis, others function well in small groups and others in large groups. Consideration must be given to group size, age, and needs (group dynamics).

2) Frequency of Contact

How often a student is seen depends on the nature of the need. The Instructional Resource Teacher should have the flexibility to adjust and readjust the frequency of contact as the need arises. Consideration must be given to overscheduling the frequency of contacts or underscheduling the frequency of contacts. Some students will need more contact than others - the focus must be on the need.

It is essential to have the class teacher's cooperation and support in scheduling. When students are in the Resource Room setting, it is important to know what is being missed in regular class. Also try to avoid constant movement in and out of classroom.

Instructional Resource Teacher's timetables will need to be revised constantly as new needs arise and others are successfully dropped from the case load. Schedule changes are made as circumstances warrant and the needs of individual student change.

The Instructional Resource teacher should

- 1 Inform teachers of weekly and monthly schedules - Classroom/Resource Room.
2. Provide older students with a copy of their schedules showing expected visits to the Resource Room. Establish a routine of their coming to you.
3. Maintain a planbook in which each week is planned in advance.
4. Make notes of teacher requests and schedule as soon as possible.
5. Check for the best time to have students out to Resource Room.
6. Check the proposed schedule with classroom teachers in advance to verify mutual convenience.
7. Periodically, evaluate the use of time.
 - testing and analyzing data
 - providing remediation
 - conferring with teachers
 - parent conferences
 - report writing

2.C.4(9)

- attending meetings
- planning for instruction
- gathering material
- classroom teaching/support
- program evaluation

APPENDIX 3.A.4

SAMPLE RELEASE OF INFORMATION FORMS

Date: _____

Name of Student: _____

Date of Birth: _____

Parent(s)/Guardian(s): _____

School Agency: _____

School Board: _____

I/We authorize the release of information concerning the above student.

to _____
(person)

from _____
(agency/school board)

Signed _____
(Parent(s)/Guardian(s))

Roman Catholic School Board for St. John's
Belvedere
Bonaventure Avenue
St. John's, Newfoundland
A1C 3Z4

[FORM 2]

RELEASE OF INFORMATION (LONG FORM)

1. I hereby request and consent that the Board

[check (a) ☐ (a) provide access to and disclosure of
and/or (b)] ☐

☐ (b) forward a copy of information in the Board's records concerning

[name of student]

to _____
[state name and description of recipient of information]

2. The information requested is _____

[insert accurate description of information to be released].

3. This request is made for the purpose of _____

[state purpose of request]

3.A.4(3)

4. I fully understand why this information is to be provided.
5. This request can be cancelled by a letter in writing delivered to the Board.

[signature of person making request]

[print or type name of person making request]

[address of person making request]

[relationship to student]

[date and time]

NOTE: This form is to be used for non-routine requests for information from student records to be given to third parties such as court officials, social welfare officials, police or probation officers, parents or guardians where the student is 19 years of age or older, social agencies, etc. If the student is under 19 years of age, the form should be signed by the parent or guardian.

APPENDIX 3.B.1

**SAMPLE LETTER TO PARENTS REGARDING
PROGRAMMING INVOLVEMENT**

(Date)

Dear _____
(Parent/Guardian)

In order for the educational program to be effective for each child, it is important that school personnel and parents work together as a team. A part of this teamwork is two-way communication.

We would like to meet with you to share information concerning your child. The result of this meeting may be the development of an individual program plan for your child.

This meeting will be on _____ at _____
(Date) (Time)
in _____
(Location)

If for some reason you are unable to attend this meeting, please contact us at _____
(phone) as soon as possible so that we can arrange an alternative time. Thank you.

Sincerely,

Signature

Position

APPENDIX 3.B.3

**SAMPLE PARENT CONSENT FORM
FOR REFERRAL**

Date: _____

Name of Student: _____

Date of Birth: _____

Parent(s)/Guardian(s): _____

School: _____

School Board: _____

Reason for Referral: _____

I/We consent to have _____
(student's name)

referred to _____
(person/agency)

Signed: _____
(Parent(s)/Guardian(s))

APPENDIX 3.C.1

SAMPLE INDIVIDUAL PROGRAM PLAN FORMATS

The following sample individual program plan formats only outline the components necessary for any individual plan. They may not indicate appropriate spacing or organization and should be adapted to meet the needs of each school/student.

FORM A

INDIVIDUAL PROGRAM PLAN

Student: _____

Date: _____

School: _____

Date of Birth: _____

Curriculum Area: _____

Long Term Goal: _____

Review Date: _____

The best the student can do...	The next step The student will...	Materials, Strategies, Approaches	Method of evaluation/progress	Who will help the child

FORM B



SUMMARY SHEET

Student's Name: _____

Birth Date: _____

School: _____

School Board: _____

Program Planning Team Meetings:

Date of Meeting

Review Date Set

1. Statement of Current Functioning**2. Annual Goals**Academic
Achievement

Psychological
Skills

Self-Help
Skills

Prevocational/
Vocational
Skills

Interpersonal
Skills

Other

3. Personnel/agencies involved in implementing program:

4. Program Planning Team Members:

[illegible]

3.C.1(7)

FORM C

E. INDIVIDUAL PROGRAM PLAN

Student: _____

Teacher: _____

Goal: _____

Sequence Steps				Evaluation Procedures
	Who (Learner)	Will do what (observation of behavior)	In what setting	

FORM D



Name of School

Address

199_ - 199_

SAMPLE ONLY

(For use with students who will receive services via Criteria C)

3.C.1(11)

An individual program plan is an ongoing, written, comprehensive educational program implemented in the most enhancing environments, based on the student's strengths and needs and includes:

1. Cover Sheet
2. Personal data
3. Important information relating to health and safety
4. Student profile
5. Record of recent assessments
6. Strengths and needs
7. Prioritized goals/persons responsible for implementation/environmental detail
8. Transitional planning
9. Implementation/review dates
10. Participants in the IPP process
11. Signatures
12. Parental Response

NOTE: This IPP is a restricted access document and is available only to those persons who have a legitimate educational interest in the student.

PERSONAL DATA

Student's Name: _____ Date of Birth: _____

Address: _____

Telephone: _____

Parent(s)/Guardian(s): _____

Legal Guardian (if different from above): _____

Emergency Contact Person and Number: _____

Teacher(s): _____

**IMPORTANT INFORMATION RELATING
TO HEALTH AND SAFETY**

Medications: _____

Warnings: _____

Special resources or support required (vision, transportation, etc):

3.C.1(13)

STUDENT PROFILE

Learning Style: _____

Physical Considerations: _____

Communication Ability: _____

Environmental Considerations: _____

Social/Emotional Considerations: _____

Other: _____

RECORD OF RECENT ASSESSMENTS

Assessment

Date

Location of Assessment Information

3.C.1(15)

STRENGTHS

NEEDS

1.

a

**PRIORITIZED
GOALS**

**PERSONS RESPONSIBLE
FOR IMPLEMENTATION**

**ENVIRONMENTAL
DETAIL**

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3.C.1(17)

TRANSITIONAL PLANNING

Implementation Date of IPP: _____

Review Date of IPP: _____

PERSONS PARTICIPATING IN PLANNING PROCESS OF IPP

NamePosition

SIGNATURES

I have participated in the planning process for this IPP.

Parent(s)/Guardian(s)

Principal

Parental Comments:
